



**FINAL
REPORT**

S1020

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MINNESOTA FAMILY DAY CARE TRAINING PROJECT



UNIVERSITY OF MINNESOTA
SCHOOL OF SOCIAL WORK
CENTER FOR URBAN AND REGIONAL AFFAIRS

JUNE 1975

(PROGRESS REPORT)

Minnesota Family Day Care Training
Project. Final Report
June 1975.

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RESOURCE COLLECTION

FINAL REPORT
of the
MINNESOTA FAMILY DAY CARE TRAINING PROJECT

Funded by a 426 Child Welfare Training Grant from Regional HEW/SRS to the School of Social Work, University of Minnesota; administered by the Office of Career Development, Center for Urban & Regional Affairs, University of Minnesota.

July 1, 1974 - June 30, 1975

Project Coordinator - Esther Wattenberg

Project Director - Sally Flax

ACKNOWLEDGMENTS

Our thanks to the State Department of Public Welfare staff persons in Day Care Service Development, Staff Development and Licensing for their cooperation in the design and implementation of this training project. We are encouraged by their receptivity, first in their cooperation and participation with us in the project development and activities and, second, in their willingness to listen to the expressed needs and concerns echoed around the state. These are incorporated in the section on recommendations. We understand that a number of these recommendations are already being acted upon in the formulation of new DPW programs and materials.

And a special thanks to those already beleaguered licensing staff workers who served on advisory committees and workshop planning groups for their invaluable contribution to the development of relevant materials and workshop sessions.

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FINAL REPORT
MINNESOTA FAMILY DAY CARE TRAINING PROJECT

I. PROJECT SUMMARY

A. INTRODUCTION

A total of 530 persons, representing various "systems" in health-education-welfare, participated in 22 workshops around the state conducted in 1974-75 by the Minnesota Family Day Care Training Project.¹ The primary goal of the project has been to improve the quality of child care available to the children of working parents i.e. primarily family day care, the most often used option. In Minnesota, the chief responsibility for licensing family day care is lodged in the county welfare system with State Standards dictating requirements.

The well known fact of the "understaffed and overworked county staff" is demonstrated in the small town rural staff person, who with limited resources, and meager support, is mandated to serve an enormous range of public welfare programs and projects. The resistance to undertaking responsibilities for recruitment, selection, licensing and training in family day care is, predictably, ingrained. For many of these workers crisis intervention is the modus operandi, of necessity.

While the project could not mobilize much needed resources for increased staffing, it did attempt to raise the consciousness of the importance of day care provision and to link workers to outside resources. Secondly, it did increase the understanding of early child development and its relation to care, and to child care as a preventive service.

In the urban area, the focus was different. While resources are available in this setting, there is a more intense need for staff training in child development and in the perplexities of the licensing system, which the project attempted to address.

¹See section II Workshops for report of systems and number of participants, content, goals, etc.

B. PROJECT OBJECTIVES AND COMPONENTS

The primary objective was "to identify and develop a community of concerned child caring persons in each region of the state" through the vehicles of workshops² and special materials directed to these secondary objectives:

1. To bring together representatives of child care service systems for mutual support and advocacy of quality services, with particular focus on support for isolated county social service staff responsible for the child care licensing in the state: a network for information and referral for services to children and families.
2. To assess regional and county needs and concerns.
3. To identify already existing resources on a county-wide and regional basis.
4. To make more visible options in child care, to encourage the development of informed choice among a range of quality services.
5. To initiate and encourage community forums in the interest of developing a structure for ongoing coordination of resources and information on a regional basis.
6. To develop training materials based on child development concepts applied to the family day care setting, with input from caregivers, parents and professionals; to include printed articles and materials such as a user brochure and a handbook for providers, and a slide-tape series with discussion guide on child care issues i.e. creativity, behavior, parent/caregiver relations, ages and stages of development, ethnic values in child care, self-esteem.

² No credit was attached to the workshops. In our first workshop presentation in Mankato, Dr. Marjorie Oelerich of Mankato State College agreed to arrange both undergraduate and graduate credit on request, with additional academic requirements. Since only 2-3 persons inquired, publicizing the credit option was dropped. However, in the future a career ladder for day care staff might include credited-in-service workshops.

7. To share project training materials--written and audio visual--and instruct in their use.

8. To provide technical assistance to workshop participants and others on request in areas of child development, community organization and education, public relations.

Project objectives and resultant strategies were continually revised and modified in response to 5 factors:

1. Attention to the sensitivity of the perspectives and background of those in outstate regions.
2. Training needs expressed by workshop participants.
3. Local workshop planning groups in each region, with a sense of purpose and style unique to each region.
4. Recommendations of the statewide project advisory committee.
5. A sharpening of project objectives to be set against the realities of regional differences.

On the whole, we pursued our objectives as proposed. In one instance we did deviate. We did not pursue the development of training of paraprofessional and volunteer staff as planned because the idea was rejected by beleaguered line staff who do not have the time nor the supervisory experience to assume such a responsibility; and in many outstate as well as suburban metro areas, day care workers are themselves paraprofessionals, performing a range of service functions, with day care as the lowest priority.

II. WORKSHOPS

- A. Schedule
- B. Participating Systems by Function
- C. Summary of Goals
- D. Narrative Summary of Issues
- E. Chart of Issues by Region
- F. Summary of Participation
- G. Descriptions by Region - Rounds 1 and 2

A. SPRING AND FALL WORKSHOP SCHEDULE

FALL WORKSHOP SCHEDULE (Round 1)

Region 1	November 25, 1974	<u>Thief River Falls</u> AVTI
Region 2	November 22, 1974	<u>Bemidji</u> State College
Region 3	December 3, 1974	<u>Hibbing</u> State College
Region 4	November 15, 1974	<u>Fergus Falls</u> Community College
Region 5	December 13, 1974	<u>Brainerd</u> AVTI
Region 6 & 8	December 6, 1974	Southwest State College, <u>Marshall</u>
Region 7	December 16, 1974	<u>St. Cloud</u> AVTI
Region 9	November 1, 1974	<u>Mankato</u> State College
Region 10	November 18, 1974	<u>Winona</u> State College
Suburban-Metro (Anoka, Carver, Dakota, Scott, Washington)	January 10, 1975	University of Minnesota, <u>Minneapolis</u>
Metro (Hennepin, Ramsey, Olmsted, St. Louis)	January 22, 1975	University of Minnesota, <u>Minneapolis</u>

SPRING WORKSHOP SCHEDULE (Round 2)

Region 1	April 21, 1975	<u>Thief River Falls</u> Community Building
Region 2	April 12, 1975	St. Phillip's School, <u>Bemidji</u>
Region 3	April 30, 1975	<u>Hibbing</u> AVTI
Region 4	April 17, 1975	<u>Fergus Falls</u> Junior College
Region 5	April 22, 1975	<u>Brainerd</u> Holiday Inn
Region 6 & 8	May 8, 1975	<u>Granite Falls</u> AVTI
Region 7	April 8, 1975	<u>Cambridge</u> State Hospital
Region 9	May 14, 1975	<u>Mankato</u> State College
Region 10	May 2, 1975	<u>Albert Lea</u> Holiday Inn
Suburban-Metro	May 16, 1975	<u>St. Paul</u> Holiday Inn
Metro (Hennepin, Ramsey)	June 5, 1975	<u>Minneapolis</u> AVTI

B. PARTICIPATING SYSTEMS BY FUNCTION

The following systems were brought together at the workshops throughout the state in an attempt to establish the support networks of "concerned child caring persons".

HEALTH

County Health Nurses
Public School Nurses
Public Health Nurses
Mental Health-Mental Retardation
Day Activities Centers

EDUCATION

Public Schools
Area Vocational Technical Institutes
Institutions of Higher Education
Head Start
Home Start
Agricultural Extension
School Social Workers
Special Programs Language Development

WELFARE

County Social Service Agencies
Private Service Agencies
Coordinating Groups - 4C's
Regional Development Commissions
Community Action Councils
WIN Programs

CHILD CARING SERVICES

Family Day Care
Group Family Day Care
Day Care Centers
Nursery Schools

OTHER

County Commissioners
Community and Church Groups

C. SUMMARY OF WORKSHOP GOALS

First Round Workshops - Goals Defined by Project:

1. To bring communities of "child caring" persons and systems together on a regional level.
2. To discuss child caring issues, concerns, programs, problems and resources in each region.
3. To highlight ways in which "communities of child caring persons" can find resources through coordination, cooperation, and promotion of new programs to improve the quality of child care and child care services on regional, state and local levels; and to assist county social service staffs in their licensing function.
4. To highlight quality child care options with an emphasis on family day care, the most widely used option, so that the individual and developmental needs of children in care, and of working parents, can be met throughout the state.
5. To provide technical assistance to workshop participants through printed materials and the project A/V series by demonstrating its use as a training vehicle; and consultation upon request.

Second Round Workshops

The second round workshops were planned by local planning committees (persons who volunteered to take the responsibility of this task at the end of each of the first workshops). Each committee designed a format with focus on specific issues and needs which they felt were paramount to the quality of child care in their respective regions and communities. In some cases, their goals diverged in emphasis from the overall project goals, yet nonetheless contributed in some measure to their achievement.

REGION 1

1. To educate the community of "caring persons" including the Health, Education and Welfare systems about the importance of child care to the early development of young children.
2. To emphasize the preventive aspects of quality child care by drawing parallels between the healthy development of young children and the problems which grow out of the lack of healthy development--problems faced by social service agencies in a crisis orientation, such as foster care, juvenile delinquency etc.

3. To learn about some of the specific child development tasks related to the healthy growth and development of young children.

REGION 2

1. To educate the Bemidji community with a specific emphasis on parents about the importance of quality child care and the existing child care and children's services resources within the Bemidji community.
2. To highlight activities which foster developmental tasks in young children--activities that both caregivers and parents can carry out.
3. To emphasize specific child development content such as ages and stages of development--the child from infancy to six.
4. To create interest and membership in a local child care association.

REGION 3

1. To highlight the preventive aspects of quality child care and child development programs for parents, teens, caregivers and other parenting groups.
2. To give specific child development content on language development, with an emphasis on the Native American population, and separation as a developmental task.
3. To share regional, local and state child caring resources with participants.

REGION 4

1. To educate the community of "child caring persons and systems" about quality child care and the existing resources (Health, Education, Welfare and Training) in the Region 4 area.
2. To foster coordination and cooperation among resources and point up the need for development of other resources and services for child care.

REGION 5

1. To emphasize strategies and models of child care services and resource coordination.
2. For county social service staff development on licensing--the standards, strategies for screening out unacceptable providers, methods of provider recruitment and options for county line workers in the licensing process.
3. To highlight the value of needs assessment models and strategies on the regional level with an emphasis on community organization methods.

REGIONS 6 & 8

1. To focus in on the licensing process--both positive and negative aspects--with an emphasis on making the licensing process work for children and families.

2. To emphasize the need for options in provider and social service staff training with a focus on resource materials and methods of training.
3. To underline specific strategies to be used on a regional basis for community organization and community education.

REGION 7

1. To present strategies and models of community organization and public relations for social service staff and other "child care concerned" persons.
2. To focus in on training options and resources for child care providers.
3. To emphasize coordination strategies and models as embodied in the 4C model and methods of community organization through needs assessments.

REGION 9

1. To focus on values in child care--decision making judgements and the tough questions of the role of parents, providers and welfare in child care.
2. Emphasizing quality child care through child development knowledge and information.
3. Improving the quality of care for young children by raising the self-esteem of child care providers.

REGION 10

1. To focus in on the issues and concerns and problems of county social service staff line workers involved in licensing, emphasizing strategies to improve the licensing systems in order to improve the quality of care given to young children in Region 10.

SUBURBAN-METRO

1. To focus on problems and solutions involved in the licensing process.
2. To function as a staff development session for county social service line workers on licensing, staff and provider training and coordination and community awareness of resources and services of care for young children.

METRO

1. To discuss and focus in on licensing issues and answers.
2. To present child development information on developmental issues in day care settings and transcultural issues in day care.
3. To focus on the issues and problems involved in a neighborhood service/training model--professional, para-professional roles.
4. To present issues in the decision-making process with a focus on authority and power as they relate to the social work relationship.

D. NARRATIVE SUMMARY OF ISSUES

I. STAFF DEVELOPMENT: LACK OF TRAINING IN

- A. Child Development as it relates to licensing and quality care, and to the lives and development of young children in day care settings.
- B. The Social Work Process, Methods, Relationship as they relate to Worker/ Client Relations and Professional Decision-Making.
- C. Methods and strategies of Community Orgnaization, Community Awareness and Education.
- D. Interpretation and use of the Licensing Standards to foster quality child care; legal aspects of licensing/revocation.

II. COORDINATION/COOPERATION EFFORTS: NEED FOR

- A. Local and Regional Coordination Structures such as the 4C model to foster quality child care and child development services, limit overlapping services, and share information, foster Resource Development on a Broad Scale.
- B. Regional and county-wide compilations of social service and Child Care and Development Resources.
- C. Creation of Structures through existing agencies or separately created Multi-representational regional councils to distribute information on the availability of social services.
- D. Regional and county-wide Assessments of Needs in child care/child development services; to identify Services and Resources and to emphasize service area gaps to facilitate planning and prioritizing.

III. COMMUNITY AWARENESS AND EDUCATION: NEED FOR

- A. Programs for Consumers and Parents to create an awareness about the importance of the early years of development and contribute to "user sophistication" so that consumers can make informed child care choices and demand quality services for children and families.
- B. Programs in Parenting for parents, parents-to-be, unwed mothers, teens.

IV. LICENSING: CONCERNS FOR

- A. Licensing Standards not always appropriate for rural areas:
 - 1. Health and Safety standards geared to urban needs, Safety on the Farm not addressed.
 - 2. Local Ordinances differ from state standards causing confusion and conflict.
- B. Greater specificity needed in defining and identifying the qualities of the Caregiver.

- C. Standards must not impinge on existing networks of child care supported by extended family situations in Native American communities.
- D. Creation of Licensing Staff Manual/Information describing procedures in licensing, orientation and training with a description of Licensor's role and responsibilities, community resources (See Project Materials).
- E. Clearly defined strategies for screening out unqualified caregivers coordinated with Administrators, Supervisors and Line Workers in the county agency.
- F. Revocation procedures need to be Strengthened and Supported on all levels, State and Local; legal procedures for protecting children in care must have "teeth"
- G. Orientation of new Licensing Workers by the county about licensing Standards and Processes.
- H. Not enough Staff Persons to deal with child care issues nor enough Time: the low priority for child care, coupled with the rural attitude that child care is a private matter, that women should stay home.

V. PROVIDER TRAINING: NEED FOR

- A. Establishment by State and County of Guidelines for Provider Training including knowledge of child development as well as Health, Safety and Nutrition.
- B. Involvement of Providers in planning and carrying out training specific to family day care.
- C. Use of Groups of Providers and Provider Associations for training and Community Education/Awareness.

VI. CHILD CARE

- A. Lack of monies and commitment for child care activities.
- B. Need for more child care options to meet individual and community needs: better system for putting users and providers in touch.
- C. Recruitment of more Qualified Caregivers.

E. CHART OF ISSUES BY REGION

ISSUES	REGIONS										
	1	2	3	4	5	6 & 8	7	9	10	M	S-M
STAFF DEVELOPMENT--TRAINING IN:											
--Child development	X	X	X	X	X	X	X	X	X	X	X
--The social work relationship: process, methods					X		X	X	X	X	X
--Community organization		X		X		X	X	X	X	X	X
--Community awareness and education	X	X	X	X	X	X	X	X	X	X	X
COORDINATION/COOPERATION EFFORTS											
--Regional and County-wide compilations of resources and services for children		X	X	X	X	X	X				
--Communication networks for existing services and resources through existing agencies or other created structures		X	X		X	X	X	X	X		X
--Assessments of regional and county-wide needs		X	X	X	X	X	X	X			X
COMMUNITY AWARENESS AND EDUCATION											
--Involvement of parents and consumers of child caring services		X	X			X	X		X	X	X
--Programs in parenting skills	X	X	X	X			X			X	X
--Education and awareness programs about services, resources and quality child care	X	X	X	X	X	X	X	X	X	X	X
LICENSING											
--Lack of staff	X	X	X	X	X	X	X	X	X		X
--Standards not appropriate to rural areas or needs	X	X	X	X	X	X	X		X		
--Need for specificity about qualities of caregivers									X	X	X
--Manuals or information defining licensing processes/procedures including optional strategies for county staff workers		X			X		X	X		X	
--Revocation procedures to be strengthened/supported (legal documentation skills and staff support)										X	X
--Licensing not to impinge on existing networks of child care (Native American communities)	X	X	X								
PROVIDER TRAINING											
--Need for adequate guidelines for training								X			X
--Providers involved in planning and training			X	X		X	X	X	X	X	X
--Use of associations for training and as mechanisms for community education			X	X		X	X	X	X		
CHILD CARE											
--Need for child care options to meet the needs of individual children and communities	X	X	X	X	X	X	X	X	X	X	X
--Need for monies to fund child care activities	X	X	X	X	X	X	X	X	X		X

F. SUMMARY OF PARTICIPANTS BY SYSTEMS
FIRST AND SECOND ROUND WORKSHOPS

REGION	WORKSHOP	HEALTH	EDUCATION	WELFARE	CHILD CARING	OTHER	TOTAL
1	1st	0	1	4	0	0	5
	2nd	4	2	14	9	1	30
2	1st	3	4	10	6	2	25
	2nd	0	4	5	2	9	20
3	1st	2	1	8	6	2	19
	2nd	5	4	7	5	1	22
4	1st	2	9	16	3	3	33
	2nd	2	9	15	5	4	35
5	1st	0	2	8	3	0	13
	2nd	1	3	15	1	3	23
6 & 8	1st	0	3	10	1	0	14
	2nd	0	5	14	5	1	25
7	1st	0	3	11	1	2	17
	2nd	0	1	13	4	0	18
9	1st	0	4	9	11	1	25
	2nd	2	2	18	7	1	30
10	1st	2	3	5	2	0	12
	2nd	0	2	13	2	4	21
Suburban-Metro	1st	0	1	16	4	0	21
	2nd	0	1	15	3	0	19
Metro	1st	3	3	34	16	3	59
	2nd	0	2	31	11	0	44
SYSTEM TOTALS		26	69	291	105	39	530

G. DESCRIPTIONS BY REGION - ROUNDS 1 AND 2

REGION 1 - WORKSHOP 1

PLACE: Thief River Falls Area Vocational Technical
Institute, Thief River Falls, Minnesota

DATE: November 25, 1974

WORKSHOP FOCUS

1. County and regional needs and issues in child care and related services.
2. Licensing and the state standards in relation to child care activities in Region 1.
3. The use of project training materials and other resources to create a greater awareness about the importance of quality child care, child care networks and children's services.

MAJOR ISSUES

This workshop had the lowest attendance of all the first round sessions. Project staff felt that this was partially due to 1) the low priority for child care and, 2) the sparse and widespread population in this very rural region.

1. Child care is a low priority with regional decision makers and policy setters such as county commissioners, regional representatives (DPW), county social service directors and staffs.
2. Monies are needed to begin day care activities (particularly day care centers) in Thief River Falls and other communities in Region 1.
3. Fear of violating people's rights to make their own child care arrangements and limited staff time and resources, together contribute to not tampering with present unlicensed child care arrangements.
4. State standards (licensing) put a burden on those providing child care services--quality child care should be seen as a community responsibility.

PARTICIPANTS*

Health	0
Education	1
Welfare	4
Child Caring Services	0
Other	0
Total Participants	5

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Norman Pennington

COUNTY SOCIAL SERVICE STAFFS NOT REPRESENTED

Red Lake	Marshall	Kittson
Roseau	Polk	

SPECIAL FEATURE

Project staff members including a family day care provider from Ramsey County were interviewed on a local Thief River Falls TV station the day of the workshop. Licensing, child care options, provider priorities and family day care were discussed.

*SPECIAL NOTE: Kay Grussing, Staff Specialist for Day Care in DPW attended almost all of the first round and a select number of the second round workshops. She served as a resource person on issues in licensing. The workshop "forum" afforded her the opportunity to meet with groups of county staff, and to hear the range of concerns around the state, for feedback to DPW for program planning.

REGION 1 - WORKSHOP 2

PLACE: Thief River Falls Community Building
Thief River Falls, Minnesota

DATE: April 21, 1975

WORKSHOP FOCUS

1. The broad range of human service issues and concerns was addressed by Commissioner of Corrections, State of Minnesota, Kenneth Schoen and his wife, Concetta Schoen, a Social Worker.
2. The preventive aspects of child care and children's services were discussed in relation to the problems of youth in Region 1.
3. Specific small group topics centered on the importance of the early years in the lives of young children, parent/caregiver relationships as they reflect upon quality child care, and training resources and needs.

MAJOR ISSUES

1. The identity problems of young Indian children being raised by non-Indian adoptive parents and foster parents.
2. The need for strategies to convince county commissioners and social service directors about the need for child care and the preventive aspects of quality child care and children's services.

SPECIAL FEATURE

Project staff was invited on a visit to the local day care center, which has strong community support, in a well-equipped church serving children from a variety of socio-economic levels.

PARTICIPANTS

Health	4
Education	2
Welfare	14*
Child Caring Services	9
Other	1
Total Participants	30

*Includes 2 County Commissioners

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Kittson	Marshall	Norman
Pennington	Polk	Red Lake
Rosseau		

PLANNING COMMITTEE FOLLOW-UP

Committee Members: 1 Social Worker, Roseau County
3 Social Workers, Pennington County
1 Social Worker, Norman County
1 Regional Representative, DPW

Concerned about designing a format and choosing topics that would interest people in Region 1, where child care is not a community but a private concern, the planning committee chose the issues involved in the broad range of human services with specific emphasis on the problems of youth and how these problems are related to the preventive nature of quality child care and early childhood development.

The prominent guest speakers were chosen, not only to highlight the focus of the session but as "drawing cards" to bring more participants into the workshop.

Planning committee members were especially active in their respective counties, in spreading the word about the workshop through their local communication networks.

The Regional Representative, a member of the planning group, was also active in contacting each county welfare office about the session.

REGION 2 - WORKSHOP 1

PLACE: Bemidji State College Campus
Bemidji, Minnesota

DATE: November 22, 1974

WORKSHOP FOCUS

1. Day care and day care options such as family day care, group family day care and day care centers.
2. Community, county and regional issues, concerns and needs regarding child care options and resources.
3. Available resources in the areas of child care, children's services and special needs children.
4. Strategies for filling in the service and resource gaps.
5. The use of available training resources like project materials (printed and AV) and others (Bemidji State project and Child Development Department).
6. Need Child Development information especially for family day care rather than centers.

MAJOR ISSUES

1. The negative attitude in the region towards child care services.
2. The Indian community's use of familial arrangements and reservation group centers and the importance of non-interference with these established forms of child care.
3. The reluctance of community people to be involved with the Welfare Department: a strongly, individualistic region.
4. The licensing standards must become more responsive to rural needs.
5. The need for coordination and cooperation of services to children, including care and all related resources.

PARTICIPANTS

Health	3
Education	4
Welfare	10
Child Caring Services	6
Other	<u>2</u>
Total Participants	25

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Beltrami	Clearwater	Hubbard
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COUNTY SOCIAL SERVICE STAFFS NOT REPRESENTED

Mahnomen	Lake of the Woods
----------	-------------------

SUGGESTED OUTCOME

Request of Bemidji College students with an interest in Social Welfare/Community organization to compile an Information Directory for services to children and families for Region 2 (no students were found for the project).

REGION 2 - WORKSHOP 2
PLACE: St. Phillip's School
Bemidji, Minnesota

DATE: April 12, 1975

WORKSHOP FOCUS

1. Child development issues were a major focus including: ages and stages of development, early warning signals and parent/caregiver relationships as they relate to quality child care. Project slide/tapes on ages and stages and parent/caregiver relations were used to augment discussion.
2. Provider and parent activities highlighted through a presentation on "beautiful junk" or things to do with children that cost little or nothing.
3. The need for coordination of community resources: information directory prepared by Judy Selby, planning committee member, containing a list of resource information on child care, special needs children and health, education and welfare services in the Bemidji community.

WORKSHOP ISSUES

1. The need for Beltrami County to reassess priorities for child care, as a preventive service.
2. A need for greater accessibility to services for parents with problems and normal parenting questions and needs.
3. The role of learning disabilities in so-called delinquent children must be understood.
4. A need for a career ladder for caregivers who want to progress to other forms of child care outside the home: coordination of educational resources and revision of certification requirements.
5. Parents need to be made aware of their rights under state law for services to handicapped children and ways in which they can join with other parent advocates to secure these services

from the public school system.

6. Concern for the use of Bemidji State College resources through their College of Education.

PARTICIPANTS

Health	0
Education	4
Welfare	5
Child Caring Services	2
Other (parents)	<u>9</u>
Total Participants	20

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Beltrami Clearwater

COUNTY SOCIAL SERVICE STAFFS NOT REPRESENTED

Mahnomen Lake of the Woods Hubbard

PLANNING COMMITTEE FOLLOW-UP

Committee Members: (all Bemidji people, with no other counties represented)

1 Social Worker	Beltrami County
1 Worker	Mental Health Center
1 Faculty	Child Development Associate Program
1 Staff	Language Learning Center, Bemidji State College
1 Caregiver	Family Day Care
1 Staff	Head Start

The workshop was an attempt by the local planning group to bring together concerned community people to form a support group for child care resources and services; and also to provide participants (primarily parents and providers) with information on special needs resources, child development information, and inexpensive at-home activities.

REGION 3 - WORKSHOP 1

PALCE: Hibbing State Community College
Hibbing, Minnesota

DATE: December 3, 1974

WORKSHOP FOCUS

1. Regional, county and community child care programs, day care options, issues, resource and training needs.
2. "Because I Said So", a project slide/tape on discipline was used to augment discussion on child development needs and issues in Region 3.

WORKSHOP ISSUES

1. Good child care is necessary as a preventive tool rather than always reverting to foster care and a crisis orientation in social services for young children.
2. Regional channels of information and resources need improvement.
3. Social and child care services (family day care, day care centers) staffs need child development information and expertise.
4. A need for more child care options like swing shift care, 24 hour care and drop-in care.
5. Social service agencies need to make communities aware of quality child care and the licensing system.
6. State standards must be abridged to meet the special needs of the Indian communities in Region 3.
7. Coordination of services and resources to provide quality care.

PARTICIPANTS

Health	2
Education	1
Welfare	8
Child Caring Services	6
Other	<u>2</u>
Total Participants	19

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Itasca
Koochiching
St. Louis
Cook

COUNTY SOCIAL SERVICE STAFFS NOT REPRESENTED

Lake
Aitken
Carlton

the household shall be kind and responsible people with genuine liking for children. They shall possess consistent and healthy methods for handling the lifestyle unique to their own families."

B. USE OF AN EXPERIENCED CAREGIVER FOR ORGANIZATION AND TRAINING OF OTHER

CAREGIVERS: THE CONTRIBUTION OF PEER SUPPORT TO RECRUITMENT AND QUALITY CARE.

The experimental support of an experienced Family Day Caregiver as consultant to the social service agency in Brown County, for organization of a family day care association and the design and delivery of caregiver training indicates "that it is beneficial to have leadership from and active involvement by family day caregivers".⁴ With the avid support of the Director and the Supervisor, two staff workers, (one in licensing and one in family services) and a boost from an experienced caregiver--a "graduate" of our previous Ramsey County Family Day Care Training Project--Brown County has increased the number of licensed homes from approximately 3 to 23 homes in a nine-month period.

Not only has a community person, with no official attachment to the social service department and yet with their sanction and active support, contributed to a successful recruitment effort, but provision of quality care has been instilled through her assistance in establishing a program of training, peer support and broad community education through a Family Day Care Association in New Ulm. The staff worker for family services, as well as day care staff, worked with the special consultant in planning the meetings and training program. Family Service resources were thereby directed to the enrichment of family day care. The continual showing of several of the project slide/tapes in a storefront during the Week of the Young Child in April was a unique and lively approach to engaging the attention of the entire community to child development concerns.

⁴See appendix for letter from Brown County Family Service Center, John Petraborg, Social Service Supervisor.

VI. SPECIAL PROJECTS

A. IDENTIFYING INDICATORS OF QUALITY CARE: A FIELD TEST OF CRITERIA AND PROCEDURES FOR THEIR EVALUATION.

The project felt that it was important to attempt to define "quality child care" and establish a procedure for evaluating the characteristics of a caregiver which contribute to quality care. As an initial trial, the child development specialist outlined the characteristics of a caregiver that would be essential for the quality care of the child (see appendix). The family day care licensing unit of Hennepin County Social Services volunteered to field test these criteria and procedures while making their routine recertification visits to family day care homes for the month of May, by observing the caregiver--child interaction and inferring a quality child care characteristic. The workers jotted down their observations and inferences following the visits and then an independent judge read the observations and made her quality characteristic inferences. While inferences matched exactly in only 37% of the cases, the independent judge indicated that the responses that the workers made seemed sensible and that because of the divergence in response, it seemed that the qualities need more careful definition. When discussing the workers' reactions to the field test, they indicated that the characteristics were fuzzy and difficult to work with because there was a good deal of overlap among the categories of interaction. They did comment that careful observation of caregiver-child interaction was a very useful tool for evaluating the caregiver, that it helped to objectify their personal judgements, but in order for the procedure to be effective, the characteristics of a quality caregiver need to be further refined and defined. Because the procedure and the characteristics have demonstrated potential, we would like to recommend a comprehensive study to further develop the procedure and characteristics. If further research does identify certain consistent characteristics, those could then be incorporated into the state day care licensing standards, to clarify the existing requirements in Rule #2: "The Family Day Care applicant and others living in

REGION 4 - WORKSHOP 2

PLACE: Fergus Falls Community College
Fergus Falls, Minnesota

DATE: April 17, 1975

WORKSHOP FOCUS

1. Community awareness and education emphasized through presentations on regional county and community resources in child care and related services and training for child caregivers such as family day care providers and day care center staffs.
2. Resources and services such as the DPW Licensing Consultant, the continuing education program at the University of Minnesota at Morris, the Moorhead Area Vocational Technical School, the Lakeland Mental Health Center, the public school system (child development and parenting programs), and Agricultural Extension services were highlighted by regional resource persons.

WORKSHOP ISSUES

1. More family day care homes are needed as child care options.
2. Monies are needed to support centers in Region 4.
3. The need for a regional compilation of child care resources and services.
4. Training materials on early childhood development need to be made readily available to caregivers.
5. Community awareness strategies need to be used to make communities and decision-makers such as the county commissioners aware of quality child care as an important service and of the varied options of child care that can be developed in a community.

PARTICIPANTS

Health	2
Education	9
Welfare	15
Child Caring Services	5
Other	4
Total Participants	35

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Becker	Clay	Douglas
Grant	Otter Tail	Pope
Stevens		

COUNTY SOCIAL SERVICE STAFFS NOT REPRESENTED

Wilkin	Traverse
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PLANNING COMMITTEE FOLLOW-UP

Committee Members

- 1 Social Worker, Douglas County Social Welfare
- 1 Social Worker, Otter Tail County
- 1 Professor, Early Education, University of Minnesota at Morris
- 1 DPW Regional Representative, Region 4
- 2 Community Members, Fergus Falls
- 1 High School Teacher, Fergus Falls

Planning committee members were concerned about these primary needs in Region 4: the need for community awareness and education about child care and related services; the need for appropriate resources for training of groups and individuals involved in direct child care services.

These particular issues were underscored both by the focus of the workshop and by the use of local and regional persons as workshop presenters and panel members.

OUTCOME

Dr. Bruce Burnes of the University of Minnesota at Morris, planning committee member and workshop participant, plans to write a Title I proposal, with the support of other workshop participants to develop a regional resources directory and guide to training, with child development bibliography appropriate for family day caregivers.

REGION 5 - WORKSHOP 1

PLACE: Brainerd Area Vocational Technical Institute
Brainerd, Minnesota

DATE: December 13, 1974

WORKSHOP FOCUS

1. Regional, county and community resources for child care and related services--participants sharing information and needs and problems of service gaps.
2. Licensing as an enabling process for children and families was discussed including methods of community education and strategies for recruitment of family day caregivers.
3. The need for coordination models in the human services: representative from the Regional Development Commission.

WORKSHOP ISSUES

1. Day care and child care concerns receive low priority in Region 5.
2. Day care is not seen as a preventive social service.
3. Communities need to be educated about child care options and quality child care.
4. Strategies for recruitment have to be positively based in order to bring more caregivers into the process.
5. There is a need for many child care options (systems of child care including day care centers and family day care settings).
6. County staff time limited in the area of day care activities.
7. Economic depression in the area a major concern for child care needs and resources, from perspective of providers and consumers.

PARTICIPANTS

Health	0
Education	2
Welfare	8
Child Caring Services	3
Other	<u>0</u>
Total Participants	13

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Cass	Crow Wing	Morrison
Todd	Wadena	

REGION 5 - WORKSHOP 2

PLACE: Brainerd Holiday Inn
Brainerd, Minnesota

DATE: April 22, 1975

WORKSHOP FOCUS

1. Coordination of regional, county, and local child care and related services in Region 5 to improve quality care.
2. Licensing and strategies for community awareness and recruitment and methods for making licensing work for children and families.
3. Needs assessments, their rationale in planning and prioritizing human services and specific models of assessments.

WORKSHOP ISSUES

1. The lack of communication regarding the human services and resources in this area.
2. The need for coordination models such as the 4C model to foster quality child care services on a regional basis.
3. The need for the involvement of local community and regional persons in the planning process of human services programs.
4. The need for specific strategies to deal with the licensing process, standards and regulations: interpretation and support through DPW.

PARTICIPANTS

Health	1
Education	3
Welfare	15
Child Caring Services	1
Other	3
Total Participants	23

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Cass	Crow Wing	Morrison
Todd	Wadena	

PLANNING COMMITTEE FOLLOW-UP

Committee Members:

- 1 Social Worker, Wadena County
- 1 Social Worker, Todd County
- 1 Staff, Regional Development Commission

The committee members chose topics for this second round workshop which were major areas of concern brought up at the first workshop in December and which they felt would meet the concerns of the individual participants concerned about child care.

The coordination of services and needs assessments topics highlighted two of the major problems in Region 5 at this time: lack of communication among all of the human services and resources and the need for hard data on which to base planning and development activities on a regional and local basis.

OUTCOME

Participants in the small group discussion on coordination of resources and services urged other participants to go back to their respective counties and contact their welfare departments and county boards in order to have a part in the planning and decision-making processes involved in services for young children.

REGIONS 6 & 8 - WORKSHOP 1
PLACE: Marshall State College
Marshall, Minnesota

DATE: December 6, 1974

WORKSHOP FOCUS

1. Licensing and strategies for improving quality care, recruitment of family day caregivers and community awareness about child care services and options.
2. Regional resources and coordination of resources for quality services to children.
3. Child development and the need for more training materials in this area, including project slide/tapes for caregivers in all day care situations, including family day care.

WORKSHOP ISSUES

1. The state child/adult ratio for day care is too high.
2. The lack of inter-agency coordination among Health, Education and Welfare services.
3. The need for consumer awareness about child care options and quality child care services.
4. The need for many child care options including swing shift and drop-in care.
5. The need for more child development/early childhood education trained resource persons.
6. Educational resources such as colleges and AVTIs need to be used more often as resources: out-reach programs.

PARTICIPANTS

Health	0
Education	3
Welfare	10
Child Caring Services	1
Other	<u>0</u>

Total Participants 14

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

DPW Licensing Consultant

Big Stone	Lac Qui Parle	McLeod
Pipestone	Renville	

COUNTY SOCIAL SERVICE STAFFS NOT REPRESENTED

Chippewa	Red Wood	Kandiyohi
Rock	Swift	Yellow Medicine
Meeker	Lincoln	Lyon
Murray	Nobles	Jackson
Cottonwood		

REGION 6 & 8 - WORKSHOP 2

PLACE: Granite Falls Area Vocational Technical
Institute, Granite Falls, Minnesota

DATE: May 8, 1975

WORKSHOP FOCUS

1. Licensing perspectives from the point of view of the licensing agent, the caregiver and a child development specialist with emphasis on both the positive and negative aspects of the process and ways of improving the process to foster quality care.
2. Strategies for improving the licensing process through recruitment of quality caregivers, screening out inappropriate caregivers and community education and awareness.
3. Strategies for coordination of community and regional resources in the child care field and related services.
4. Training for caregivers; models, options, standards and resources.

WORKSHOP ISSUES

1. Licensing must become an "enabling" process so that potential caregivers who would not provide quality care screen themselves out.
2. The Licensing workers see a need for training in methods of getting at some of the all important intangibles that they must make judgements on such as qualities of the caregiver, qualities that are not adequately addressed in the standards.
3. The need for more public education about child care and children's services geared toward caregivers and consumers.
4. Strategies are needed to involve parents directly in the care of their children outside of the home.
5. Coordination efforts already begun in Regions 6 & 8 need the cooperation of not only public and private service agencies and groups but of community people as well.

PARTICIPANTS

Health	0
Education	5
Welfare	14
Child Caring Services	5
Other	1
Total Participants	25

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Big Stone	Chippewa	Kandiyohi
McLeod	Pipestone	Rock
Redwood		

COUNTY SOCIAL SERVICE STAFFS NOT REPRESENTED

Lac Qui Parle	Renville	Swift
Yellow Medicine	Meeker	Lincoln
Lyon	Murray	Nobles
Jackson	Cottonwood	

PLANNING COMMITTEE FOLLOW-UP

Committee Members:

- 2 Social Workers, Renville County
- 1 Social Worker, Kandiyohi County
- 1 Consultant, DPW Licensing Consultant

Topics for the Region 6 & 8 workshop were chosen by the committee members to meet the particular training needs of licensing staff participants from the counties and respond to specific issues raised at the first workshop in December.

Project slide/tapes were utilized to facilitate discussions on community awareness strategies and child development issues.

WORKSHOP 7 - WORKSHOP 1

PLACE: St. Cloud Area Vocational Technical Institute
St. Cloud, Minnesota

DATE: December 16, 1974

WORKSHOP FOCUS

1. Regional, county and community concerns and issues in child care with an emphasis on methods and options of care, including coordination of services.
2. Barriers to licensing and ways in which these particular barriers could be broken down.
3. Training involving parents and caregivers in the areas of quality child care and child development.
4. Slide/tapes were used to foster discussion on child development topics such as child care options to meet the needs of individual children and discipline.

WORKSHOP ISSUES

1. A need for career ladder programs for caregivers to be established through educational systems.
2. Programs in child development need to be established for parents and other groups such as teens and parents-to-be.
3. Much needs to be done in the areas of community awareness so that consumers of day care services can make care choices that will be the best for their children.
4. Day care staffs need training in techniques for bringing unlicensed homes into the licensing process.

PARTICIPANTS

Health	0
Education	3
Welfare	11
Child Caring Services	1
Other	2
Total Participants	17

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Chisago	Mille Lacs	Stearns
Wright		

COUNTY SOCIAL SERVICE STAFFS NOT REPRESENTED

Benton	Sherburne	Isanti
Pine	Kanabec	

REGION 7 - WORKSHOP 2

PLACE: Cambridge State Hospital
Cambridge, Minnesota

DATE: April 8, 1975

WORKSHOP FOCUS

1. Public relations for the social services and strategies for making the community more aware of the services available to them.
2. Parent and provider training models and options including resources.
3. Needs assessment models; rationale and methods of carrying out assessments on local and regional levels.
4. Coordination models in child care with specific emphasis on the 4C model.

WORKSHOP ISSUES

1. Information, resources and methods of cooperation among the various social services, agencies and groups concerned about children must take place to provide quality services.
2. Mechanisms need to be established on local and regional levels to make the community aware of services and resources; public agencies need to take more responsibility in this area.
3. Activities and programs have to be planned at the local level with real not implied participation from local people.
4. There is a need for more training opportunities re: child care and child development and wider communication of already existing opportunities in the rural counties.

PARTICIPANTS

Health	0
Education	1
Welfare	13
Child Caring Services	4
Other	<u>0</u>
Total Participants	18

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Chisago	Isanti	Kanabec
Mille Lacs	Pine	Sherburne
Stearns		

COUNTY SOCIAL SERVICE STAFFS NOT REPRESENTED

Benton	Wright
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PLANNING COMMITTEE FOLLOW-UP

Committee Members:

- 1 Social Worker, Stearns County
- 1 Provider, Stearns County
- 1 Faculty, College of Education, St. Cloud State College
- 2 Staff (1 Parent Coordinator), Tri-Cap

Workshop planners designed a format with topics of interest to the various participant groups involved such as social service workers, providers and community persons, which also address the major issues raised at the first workshop.

OUTCOME

Sande Cornelius, Stearns County Social Worker, with input from social workers in each county in Region 7, prepared a booklet listing the county and community resources. The booklet was of course not complete but it was a very good beginning of a total regional resource compilation, a need which was raised at both workshop sessions. It represented a significant cooperative contribution.

REGION 9 - WORKSHOP 1

PLACE: Mankato State College
Mankato, Minnesota

DATE: November 1, 1974

WORKSHOP FOCUS

1. Training resources, local and regional, including the project slide/tapes.
2. Child development issues involved in caring for children such as discipline and the use of child development information as a community education tool.
3. Existing coordination of services and resources and the need for further development of coordination and cooperation among agencies and groups.

WORKSHOP ISSUES

1. Quality child care through the licensing process must be stressed.
2. Methods and techniques are needed by social service staffs to screen out potential providers deemed unqualified, and to assist providers through the licensing process and follow-up consultation.
3. The need for recruitment strategies to bring quality caregivers into the licensing process.
4. Lack of manpower on county staffs to deal adequately with child care concerns.
5. Ways and means of dealing with rural attitudes toward child care: public responsibility in child care.
6. The inaccessibility of some rural people to resources.
7. The caregiver and his/her self image as a valuable community resource and service-giver.

PARTICIPANTS

Health	0
Education	4
Welfare	9
Child Caring Services	11
Other	<u>1</u>

Total Participants 25

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Brown	Blue Earth	Faribault
Le Sueur	Nicollet	Sibley

COUNTY SOCIAL SERVICE STAFFS NOT REPRESENTED

Martin	Watowan
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SPECIAL NOTE

Dr. Marjorie Oelerich of the Department of Early Education at Mankato assisted in the arrangements and mailing list for the first round workshop, the initial one for the project. She also arranged a tour of the Children's House, a day care center connected with the college. Her Region 9 federally funded training project for the caregivers provided a valuable resource. Her support was much appreciated by our project staff.

She also offered to make college credit available for workshop participants, with some additional academic requirements. Because only a few (not more than 2 or 3) were interested we ceased to publicize this option.

REGION 9 - WORKSHOP 2

PLACE: Mankato State College
Mankato, Minnesota

DATE: May 14, 1975

WORKSHOP FOCUS

1. Dilemmas and values in child care aimed at the question of "Who's responsible?" and incorporating the issues of parental vs. governmental roles in child care; the role of welfare; provider priorities: business or service?; and the new roles of women (Esther Wattenberg, Project Coordinator, spoke to this last issue).
2. Making licensing work for children and families by raising the self-esteem of the child caregiver through such strategies as provider associations.
3. Child development and the lasting importance of the early years.
4. Strategies for community organization.
5. Training; options, models and resources.
6. Provider priorities and interests in provider associations.

WORKSHOP ISSUES

1. A service for children such as child care is only as good as the consumers demand which points out the need for parent education.
2. Social service agencies need to take responsibility for educating the community about services and resources.
3. Child development training for social service workers is needed.
4. Need strategies to make the licensing process less threatening.
5. Day care can assist in developing the nuclear family system, to prevent erosion of the family structure.
6. In the rural areas men are the primary decision-makers but new roles for women are beginning to emerge, with import for child care options.
7. Family day care must not turn into small day care center care.
8. There is no local discretion in working with the licensing standards.

9. There is a need for stronger alliances between family day care, group family day care and day care centers to share concerns, resources and information.

PARTICIPANTS

Health	2	Child Caring Service	7
Education	2	Other	1
Welfare	18		

Total Participants: 30

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Brown	Blue Earth	Faribault	Martin
Sibley	Watonwan		

COUNTY SOCIAL SERVICE STAFFS NOT REPRESENTED

Nicollet	Le Sueur
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PLANNING COMMITTEE FOLLOW-UP

Committee Members: 1 Social Worker, Brown County
1 Social Worker, Faribault County
1 Teacher, The Children's House

Committee members were interested in structuring a workshop that would meet the needs of individual social service staffs and others involved in child care activities.

A focus on values in child care, a concern heightened by the increased activity throughout the year in Region 9.

Emphasis was placed on sharing the positive aspects of the licensing process and on positive means for bringing more providers into licensing.

SPECIAL NOTE

A special consultative arrangement with a former Ramsey County family day caregiver was funded by the project through Brown County for the organization of a local Family Day Care Association, with responsibilities to meet the new 6 hour minimum training requirement. (See section IV.)

REGION 10 - WORKSHOP 1

PLACE: Winona State College
Winona, Minnesota

DATE: November 18, 1974

WORKSHOP TOPICS

1. Licensing concerns and issues: recruitment strategies.
2. Local needs in child care and children's services and the availability of local and regional resources to meet these needs.
3. Child care options and services to foster quality care.
4. Caregiver/parent relationships.

MAJOR ISSUES

1. Lack of support from county welfare directors about child care issues.
2. Need for information channels to social service staff and communities about child care options and services.
3. Positive and negative aspects of the licensing process and strategies to improve the gaps in providing quality care.
4. Need for information on techniques for community awareness and education about quality care for children.

PARTICIPANTS

Health	2
Education	3
Welfare	5*
Child Caring Services	2
Other	<u>0</u>

Total Participants 12

*Includes 1 DPW Staff Development Representative

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Freeborn	Houston	Olmsted
Winona		

COUNTY SOCIAL SERVICE STAFFS NOT REPRESENTED

Rice	Steele	Goodhue
Dodge	Wabasha	Mower
Waseca	Fillmore	

REGION 10 - WORKSHOP 2

PLACE: Albert Lea Holiday Inn
Albert Lea, Minnesota

DATE: May 2, 1975

WORKSHOP TOPICS

1. Perspectives on licensing from the point of view of social service workers, providers, parents and unlicensed providers.
2. How to make licensing work for children and families: a discussion of state standards, criteria for quality and rationale for waivers.
3. Community awareness strategies.

MAJOR ISSUES

1. Licensing is seen as a threat by caregivers--
"I raised my own kids--why does the state have to regulate me to take care of others?"
2. Providers' responsiveness to training is often negative..."what more does a mother have to know?"
3. Some kind of rural safety requirements are crucial.
4. Strategies are needed to pressure county attorneys to prosecute in cases of unlicensed or harmful care.
5. Case aides could carry out the licensing process, freeing the social workers for the roles of support, insuring quality care and community education.
6. The communication system in operation between DPW and the county welfare offices must be improved.

PARTICIPANTS

Health	0
Education	2
Welfare	13
Child Caring Services	2
Other	4

Total Participants 21

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Freeborn	Houston	Olmsted
Wabasha	Waseca	Winona

COUNTY SOCIAL SERVICE STAFFS NOT REPRESENTED

Fillmore	Steele	Dodge
Mower	Rice	Goodhue

SPECIAL NOTE

Two project staff members were invited by the Regional Representative for Region 10A to meet with County Directors between workshops for a personal assessment of their lack of support for child care.

SPECIAL NOTE

At the instigation of a social worker, a request was made to Barbara Kaufman, DPW Director of Licensing, to present a workshop for Region 10 county staffs on interpretation of standards.

SUBURBAN-METRO - WORKSHOP 1

PLACE: University of Minnesota
Minneapolis Campus

DATE: January 10, 1975

WORKSHOP FOCUS

1. The licensing process: determining eligibility for licensure; recruitment of quality caregivers; waivers and revocation of licenses.
2. Strategies for creating community awareness about quality child care and child care services and resources.
3. Coordination of resources in the Suburban-Metro counties.
4. Child development issues and concerns including discipline and developmental tasks, highlighted by project slide/tapes.
5. Training models and options for providers including a video taped session from the Ramsey County Family Day Care Training Project home bound training series.

WORKSHOP ISSUES

1. The attitudes of some communities in the Suburban-Metro area are negative towards child care.
2. It is important in recruiting caregivers to point out the positive aspects of licensing.
3. Community awareness strategies must be used to educate citizens about quality child care and other resources and services.
4. Licensing workers need inservice training for specific day care tasks.
5. Directories of resources and services need to be made available to agencies and individuals.
6. County directors and welfare board members need to be educated regarding child care alternatives and the basic need for quality child care options.
7. The isolation of the Suburban-Metro counties.

PARTICIPANTS

Health	0
Education	1
Welfare	16
Child Caring Services	4
Other	<u>0</u>

Total Participants* 21

*One of the worst snowstorms of record deterred participants: 60 had pre-registered.

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Carver	Dakota	Anoka
Scott	Washington	

PLANNING COMMITTEE

Committee Members: 3 Day Care Staff, Anoka County
1 Social Worker, Scott County
1 Social Worker, Washington County
1 Social Worker, Carver County

Representatives from the Suburban-Metro counties, 2 of whom served on the Advisory Committee, contacted project staff before the first workshop session to request that they plan a workshop format to address their concerns.

They chose issues from their day to day tasks as licensing workers and invited speakers for the morning panel who could represent the differing perspectives in child care, including a parent, a licensing worker, a day care center director and a chairwoman of a county welfare board.

Time was allowed for exchange of resource information by county among representatives from various systems. Child development and training issues were presented in afternoon sessions.

SUBURBAN-METRO - WORKSHOP 2
PLACE: St. Paul Holiday Inn
St. Paul, Minnesota

DATE: May 16, 1975

WORKSHOP FOCUS

1. Licensing; the regulations, the process, problems, issues and concerns with an emphasis on the role of the county licensing worker.
2. Training needs of the county licensing workers for making professional judgements: child development, the licensing process and the social work relationship.

WORKSHOP ISSUES

1. The need for more adequate criteria for making licensing decisions that are required of workers, with support from county and state legal staff for revocation and prosecution.
2. Specific training needed in the area of the licensing standards.
3. Day care staff operates under two pressures: not enough time and not enough manpower to deal adequately with problems involved in the support systems to child care and licensing.
4. Child Development training is needed, plus greater accessibility to resources in this field for county staffs.
5. There is too much learning by "trial and error" by day care workers.
6. The responsibilities of the licensing workers are not well enough defined, nor decisions supported.
7. Cooperative resources and training efforts must be taken on between and among all community child care services and resources to provide the optimum in quality services.

PARTICIPANTS

Health	0
Education	1
Welfare	15
Child Care Services	3
Other	<u>0</u>
Total Participants	19

NOTE: The format was deliberately designed as a staff development session, so invitations were limited and participation restricted to licensing and training concerns.

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Carver	Dakota	Anoka
Scott	Washington	

PLANNING COMMITTEE FOLLOW-UP

Committee Members: 3 Day Care Staff, Anoka County
1 Social Worker, Scott County
1 Social Worker, Carver County
1 Social Worker, Washington County

Taking off from the issues raised at the first workshop the Suburban-Metro county staffs focused on shared needs and concerns around their professional roles.

They focused on two of the major issues of common concern: 1) licensing and all of the ramifications for quality child care inherent in the licensing process, 2) training needs of the day care social workers in the Suburban-Metro counties.

Their format included a morning dialogue between Suburban-Metro social work staff, DPW staff representatives: Peter Ampe, Staff Development; Mary Jane Lee, Licensing Division; Kay Grussing, Staff Specialist to Day Care and Clare Martin, Chairperson of the Child Care and Child Development Advisory council to DPW. A family day caregiver added her perspective to the morning exchange. The afternoon session was directed to further exploration of establishing quality day care.

SPECIAL NOTE: One of the major outcomes of both workshops in the Suburban-Metro Region has been a commitment by the social workers in these counties to continue to work together to attack their problems and to share strategies and resources for their licensing tasks. They evidenced a growing professionalism through this self-defined collegial support system.

METRO REGION - WORKSHOP 1

PLACE: University of Minnesota
Minneapolis Campus

DATE: January 22, 1975

WORKSHOP FOCUS

1. The licensing process: administrative roles and functions, legal roles and functions, consultative roles and functions.
2. The social worker relationship and child development information as they relate to recruitment and screening out "unqualified" caregivers.
3. Cultural life styles in child rearing and day care: The Black, Chicano and Native American perspectives.
4. Training with an emphasis on identifying existing resources, models, options and standards.

WORKSHOP ISSUES

1. The right to self-determination is paramount for varying cultural groups.
2. Training is needed by social service staffs on the availability of community resources about cultural issues.
3. The need for many child care options such as "sick, night and swing shift care as well as more traditional types of day care."
4. Recruitment of quality caregivers is hampered by the fact that social service agencies are understaffed, and professional judgements re the "character" of the caregiver can not generally meet requirements of legal staff for denial or revocation of a license.
5. The relationship between the caregiver and parent is an underpinning of the quality of care the child receives.
6. Caregiver training must be designed to meet the needs of the heterogeneous caregiver population, and planning and peer learning and teaching.

PARTICIPANTS

Health	3
Education	3
Welfare	34
Child Caring Services	16
Other	3
Total Participants	59

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Hennepin	Ramsey	St. Louis
Olmsted		

PLANNING COMMITTEE FOLLOW-UP

Committee Members: 1 Social Worker, Hennepin County
2 social Workers, St. Louis County
2 Social Workers, Ramsey County
1 Social Worker, Olmsted County

NOTE: St. Louis and Olmsted Counties were invited to their respective regions (3 and 10) for the second round workshops.

Project staff contacted representatives from the Metro counties to plan for the workshop.

Topics chosen were of prime interest both to themselves as workers and to their respective licensing staffs.

They identified resource persons from DPW for the morning panel on licensing who were then invited by project staff and included: Barbara Kaufman, Director of Licensing; Mr. Tibor Gallo, DPW Attorney; and Ms. Elizabeth Hayden, Licensing Consultant.

METRO REGION - WORKSHOP 2

PLACE: Minneapolis Are Vocational Technical Institute
Minneapolis, Minnesota

DATE: June 5, 1975

WORKSHOP FOCUS

1. Issues in licensing; case specifics.
2. The decision-making process used by the licensing worker in screening out potential providers.
3. The social work relationship as it relates to change, authority and power.
4. Neighborhood service models and professional-para-professional relationships.
5. Child development issues in day care setting.
6. Transcultural issues in child care settings.

WORKSHOP ISSUES

1. Refining strategies for screening out unacceptable potential providers.
2. Use of orientation meetings as one strategy for screening out.
3. The need to include the man in the household during the initial interview.
4. The need for the worker to observe the total home setting before licensure.
5. The place of authority and power and how these concepts fit into the role and responsibilities of the licensing worker.
6. The need for social workers to take necessary risks: to do the best that they can do using their professional judgement.
7. The need for a career ladder for day care workers.
8. Concrete legal interpretations of licensing standards are needed from the state.
9. Review of licensing standards with real not implied input of line staff workers.

PARTICIPANTS

Health	0
Education	2
Welfare	31*
Child Caring Services	11
Other	<u>0</u>
Total Participants	44

*Included 2 licensing consultants from DPW and the Regional Representative.

NOTE: The planning again had a staff development focus so participation was directed primarily to those concerned about licensing.

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Hennepin	Ramsey
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PLANNING COMMITTEE FOLLOW-UP

Committee Members:	1 Social Worker, Hennepin County	
	1 Social Worker, Ramsey County	
	1 Staff, GMDCA	
	1 Staff, Toys 'n Things	1
	1 Staff, Native American Youth Center	3
	1 Staff, Pilot Cities Project	1

The Metro planning committee wanted to follow-up on some of the issues and concerns raised at the first workshop in January.

They planned a workshop that would be specific in its presentations on professional judgements in licensing, child development, the social work relationship, transcultural issues in child care and para-professional relationships in a neighborhood model.

A major portion of the workshop was planned around a morning round table discussion on licensing issues presented by Hennepin and Ramsey County staff persons and responded to by staff persons from Anoka, Washington, St. Louis, and Dakota counties and also including a family day care provider.

A social worker from a private agency talked of the Social Work authority relationship; project staff and a special resource person presented the other topics.

III. OBSERVATIONS ON THE WORKSHOP AS COMMUNITY FORUM

A. THE PROCESS AND PARTICIPATION

The workshops combined staff development training with the community forum concept. We approached the heads (or their designees) of various systems-- education, public health, agricultural extension, OEO--at the state level to apprise them of our intent, to enlist their support, and to gather from them staff mailing lists for all regions. The project sent out a mailing to all of the county commissioners, to many district directors, and to many agency directors and staff members, as their names emerged either from their own department's lists, from staff contacts, or from suggestions from our project advisory committee members and certain regional representatives in the State Department of Public Welfare.

The representation of county social service staffs, the group whose participation received primary attention, remained constant or increased from the first to the second round workshops, with the exception of Regions 2 and 10. In Region 2 the planning group consisted totally of Beltrami County representatives, limiting stimulation of cross-county cooperation. For Region 10 in both rounds the largest number of counties did not participate. We note little support for day care from administrative staff in this region, though Olmsted County, notably Rochester, has a large number of licensed homes, a lively Family Day Care Association and a newly formed Coordinated Child Care Council (and total participation in Region 10 almost doubled in the second round, convincing evidence of the increased community interest in child care). Other pressing activities receive priority attention in this region, though as an outcome of the workshops a cross-county request for training in the interpretation of licensing standards has been proposed and accepted by DPW. The participation of DPW licensing consultants and regional representatives increased slightly in the second round, which in our judgement is an encouraging sign of increased attention to the option of family day care.

Where a personal attempt was made to contact interested persons participation was increased. This is notable in two groups, Headstart/Homestart and Agricultural Extension, both of which are in the business of training and working with parent groups, where the nurturing and care of young children is a central part of their function.

We note the low participation of public health representatives, who traditionally work through other systems, such as the schools and medical centers, rather than in league with care services, particularly family day care. We also found that the accessibility of public health services varies widely around the state. Where health resources for young children were made known, there was an eagerness to incorporate those services into the care situation and to publicize their availability to families.

While we did not have direct contact with great numbers of parents or caregivers, they did have representatives--deliberately included--at all workshops, to foster community representation in ongoing coordination and training efforts.

In terms of overall numbers of participation, we were seeking to involve only those most directly interested in family day care, either because of responsibility for licensing; caregiving in a setting such as a center or Head Start program where fostering cross-referral to family day care is a necessary liaison; or training through a local AVTI, community or state college, high school parenting program, or agricultural extension. Numbers held steady or increased slightly in every region from the first to the second round, with a few notable exceptions. In Region 1 the participation increased by 400%, due to the astuteness of the local planning group and to the activity of the regional representative. In Region 2, the goal of the local planning group to appeal to parents in Bemidji limited participation. In Region 10 as noted, participation almost doubled due to the efforts of an active planning group. And in the second round Metro and Suburban Metro workshops the planning groups designed their programs as staff development for licensing staff, thereby limiting participation to a special interest group.

B. RURAL/URBAN VARIATIONS: VALUES IN CHILD CARE

It is important to note the differences in staffing and attitudes to child care as you move from the urban scene, rich with resources and with units of staff affording one another collegial support and professional status, to the outstate areas, where there exists a very strong informal network for child care services. Moreover, a negative attitude toward women working outside the home was, generally, pervasive.

In all areas, however, there exists a tug between the "private right of parents" to make their own care choices vs. the "public interest" in standards and safeguards for children cared for by other than their parents. This dilemma needs to be explored more fully as part of the community education process.

The concept of child care as a preventive service is yet to be given an important emphasis. And an emphasis on quality care requires a further share of community education attention. One cannot assume that because people in rural areas are less mobile, and generally know one another over a long period of time, that their private choices necessarily reflect high quality. Like city folk, they are most likely to choose a care situation because of its convenience and cost. And while it may be easier to find a caregiver whose values match those of the parents in a more homogeneous rural setting, those "shared values" may not reflect sound child development standards. We have many times been told of the "marvelous, warm caregiver" who cares for as many as 12-15 young children. By anyone's standards, that cannot be more than custodial care.

C. NUMBERS IN CARE: BUSINESS VS. DEVELOPMENTAL ASPECTS OF CARE

The question of numbers of children in care is one of the most contentious requirements in the state standards, and goes to the heart of the economic interest of the caregiver. Family Day Care is, after all, a field of self-employment, operating largely as an informal network. Both the parents and caregiver have a concern for keeping siblings together, as families grow and needs increase. Additionally, the caregiver is engaged in a business and the number of children for whom she cares affects her income (but overriding all of these concerns are

the developmental needs of the young child). More attention needs to be paid to a resolution of the sometimes conflicting demands between the economic return and the quality care aspects of family day care as it relates to the staff/child ratio.

D. ONGOING COORDINATION/COOPERATION

It is difficult to assess the permanence of any of the coordination efforts initiated through the workshops. While certain regions formulated efforts at cooperation and coordination--notably 4, 7, 9, 10, Metro and Suburban Metro--we would suggest that these fledgling attempts must be nurtured and supported from state, regional and county levels if they are to continue and to grow. The workshops, as well as the interim planning groups, have laid the groundwork for ongoing coordination, through the emerging Child Care Advisory Councils and other structures. The ability to see beyond systems lines, to feel a part of a network of social services, has been implanted; and the sharing of resource materials and expertise, from the project and from the local and broader communities, has been established.

We are encouraged by the receptivity of DPW staff, first in their cooperation and participation with us in the project development and activities, and second in their willingness to listen to the expressed needs and concerns echoed around the state. These are incorporated in the section on recommendations. We understand that a number of these recommendations are already being acted upon in the formulation of new DPW programs and materials.

It has been valuable to augment state resources with federal program dollars and it is our hope that such joint efforts to upgrade the quality of child care will flourish.

IV. USE OF MATERIALS AND TECHNICAL ASSISTANCE*

While the workshop forum was used as the primary vehicle for achieving objectives, the use of materials, both written and audio/visual, contributed the substance to those sessions, and to the interim contact through the project newsletter. Technical assistance and materials were requested not only by workshop participants and others in their agencies, but by other professionals whom we contacted only through the newsletter, i.e. those not centrally involved in child care, but finding the materials useful for other child welfare interests, such as the Minnetonka Mental Health Center. We also had requests, and indeed purchases, of the A/V materials within Minnesota and outside the state. Wide distribution will continue to be sought through national child care organizations which are now reviewing the series.

The following outline indicates in the briefest detail some of the uses made of project materials and staff expertise:

A. STAFF DEVELOPMENT

1. Through workshops: Establishment of support systems and communication networks among social service staff and other child care resources; sharing of strategies for recruitment and licensing; problem solving of thorny case issues; development of regional and county resource information (Note: Region 7 directory most sophisticated as a joint endeavor by all county staff workers).
2. Specific requests for technical assistance in child development:
 - a. Short course in Child Development for Social Workers, Winter Quarter, 1975 (see appendix for participants, materials, content).
 - b. Cultural perspectives in child rearing, for Ramsey County licensing staff.
 - c. Workshop on separation, for Hennepin County licensing staff.
 - d. In-service training for St. Louis County child welfare staff, Duluth--time and topic under discussion.

*See Appendix D for list of materials.

3. Joint staff training in interpretation and legal enforcement of licensing standards arranged with Barbara Kaufman, Director of Licensing, for Region 10 county staffs.

4. Use of A/V materials for recruitment, licensing orientation meetings (see other sections also).

5. Use of printed materials: Article reprints on child development and child care topics; user brochure; newsletter articles on social work relationships and child development topics.

B. COORDINATION AND COOPERATION EFFORTS

1. Provision of technical assistance to community groups interested in developing a day care center: information on child development and community organization strategies, meeting requested by Park Rapids Mrs. J.C.'s representatives, a county social service staff, agricultural extension agent and CEP staff person.

2. Plans underway for a region-wide assessment of needs by the State Planning Agency through the Director of the Child Development Planning Project (a resource person at a number of workshops), introduced by project staff to local representatives of the Region 5 Development Commission who requested the assessment.

3. Through contact with the project, an Associate District Director for Extension Home Economists in the Agricultural Extension Service of the University, is planning a statewide review of their training programs for family day care, parents and other caregivers.

C. COMMUNITY AWARENESS AND EDUCATION

1. Materials on child development, community organization and education, and public relations requested by:

a. County social service agencies.

b. Day care center staffs.

c. 4C's groups.

- d. High school classes in parenting and child development.
 - e. Provider associations.
2. Project newsletter, CARING FOR CHILDREN, with articles on social work and child development, child care, requested by:
- a. Day care center staffs.
 - b. 4C groups.
 - c. Minnetonka Mental Health Center, Wayzata.
 - d. Region 9 Child Care Council.
 - e. Washburn Child Guidance Center, Minneapolis.
 - f. St. Louis and Brown Counties, for distribution to licensed caregivers.
 - g. A number of counties, for staff training, day care and foster care and family services.
3. Slide/tape series used for:
- a. Week of the Young Child in New Ulm; run continuously in a store front as a community awareness vehicle.
 - b. In-service training for children's unit in Abbott Hospital, Minneapolis.
 - c. Review by students in Child Development at Winona State College.
 - d. Training by "Y" Day Care Center, Minneapolis for staff and parents.
 - e. Recruitment and intake meetings with potential caregivers.
 - f. Meetings: PTSA Convention, Minneapolis; Florida Child Care Convention; State Welfare Conference; MnAEYC Conference, Minneapolis.
 - g. Requests for purchase: 4Cs, Racine Wisconsin; State Department of Welfare, Texas; St. Louis County Social Services, Duluth; American Child Care Services, Inc., Hampton, Virginia; Crystal Evangelical Free Church, Minneapolis (Child Care Centers).

D. LICENSING/REGULATION

Special seminars and discussions with Gwen Morgan, Office of Children, Mass., national figure in child care regulations, speaking on "alternatives to licensing", May 28 and 29: Sessions with Commissioner of Welfare and staff, county licensing

staff, State Planning Agency Director and staff, Ramsey County family day care consultants, University faculty and students.

E. PROVIDER TRAINING

Use of slide/tape series by many county staffs, Family Day Care Associations and 4Cs, as well as Head Start and Home Start teachers (in metro and outstate areas).

Special presentations from Child Development Specialist for provider area meeting and peer training group, Ramsey County.

V. SUMMARY EVALUATION REPORT³

The Minnesota Family Day Care Training Project involved 530 participants from health-education-welfare agencies and community persons concerned with children in its 22 workshops around the state. Many of these participants, especially those in social service agencies, function under the constraints of work overload and low agency priority for child care concerns. Because of this fact, impact would necessarily be difficult to effect. The evaluation report should be read in light of the above.

A. INTRODUCTION: Methodology

The formal evaluation of the Minnesota Family Day Care Training Project was conducted from the standpoint of effectiveness, defined as the extent to which the project attained its goals. In some cases, the goals were the development and distribution of special materials, in which case the evaluator measured the response to the materials in terms of their usefulness.

An identical pre-test was administered at the beginning of each first round workshop and a subsequent post-test was administered at the end of the second round workshop to determine change in 16 variables. It should be noted that only a certain number (25-50%) in each region attended both the first and second round workshops, and therefore the changes measured by the pre- and post-test only apply to those individuals and not the total number of workshop participants. The post-test also asked some subjective, retrospective questions and measured the participants' response to the second round workshop.

Evaluation of the first workshop is based upon the certain 25-50% number of participants per region who attended both workshops, and therefore applies only to them and not all the participants at the first workshop.

In addition, the usefulness of materials was measured through a questionnaire mailed to a 50% random sample of the participants of the first

³Prepared by Donetta Eichinger, Graduate Student in Social Work, Project Evaluator. Full report available upon request from the Office of Career Development, Center for Urban and Regional Affairs, University of Minnesota.

round workshops. A self-addressed and stamped envelope was included to encourage response.

Evaluation of the child development series of seminars offered to licensing workers in the seven county metropolitan area was conducted by the two project staff who offered the sequence, and consisted of several subjective questions.

All percentages quoted in the narrative are adjusted frequencies, which is the percentage calculated after screening out the no responses and not applicables. In the majority of cases, it is assumed, people who did not respond did not wish to take the time, did not attend a particular mini-shop, or did not receive materials; therefore, their no response does not provide any information and should be screened out.

B. SUMMARY OF FINDINGS

The Minnesota Family Day Care Training Project achieved each of its stated goals from a moderate to high degree. The project did identify a community of concerned child caring persons in every region of the state by bringing relevant systems together at workshops. Eighty-six percent of the participants who attended both workshops became aware of new resources and met other concerned people with whom there had been no communication prior to the workshops. Fifty-one percent of the participants who attended both the first and second round workshops began to coordinate with different agencies and groups than they did prior to the first workshop. It should be noted that coordination efforts also have had impetus from other sources than the project, such as the 4C's and Child Care Advisory Councils. Moreover, even though a community of concerned child caring persons was identified in every region, these "communities" are developing ongoing cooperation strategies in only six regions (4, 7, 9, 10, Metro and Suburban-Metro) to our knowledge. To maintain the progress that has been made and to expand ongoing coordination to all regions, continued support needs to

be offered.

In terms of motivating participants to do more for family day care, statewide 90% of the workshop participants felt that they had been motivated; however, in only a small percent of the cases did the participants actually increase their activity. As stated earlier, this may be because personal workload and agency priorities are prohibitive. Also, many of the participants might have been motivated by the second workshop at which the question was asked and, therefore, would be increasing their activity in the future.

Regional and county needs and issues were informally assessed in every region through discussion with workshop participants. The importance of community awareness of child care options, the importance of the early years and the importance of developing a community of child caring persons was also discussed in every region to varying degrees depending on the need of the particular region. The same applies to the training options for caregivers. Many of the goals were accomplished at the second workshop in the form of technical assistance requested by the regional workshop planning committees.

The goal to provide technical assistance at each regional workshop responsive to local need was also accomplished from a moderate to high degree. A statewide average of 96% of the participants who attended both workshops responded that the first workshop was moderately to very useful. They also indicated that they learned something new in each of these areas: how barriers to licensing might be overcome, 82%; how to recruit more family day care homes, 71%; how they thought they could reach those homes that are unlicensed, 74%; and how to aid family day care providers to meet their training requirement, 55%. In terms of the second round workshop, the majority of the participants in every region said they learned something new, that the information was useful, and that they would use the information gained from the majority of the mini-shops.

In terms of the goal to provide useful resource materials (audio-visual and written), the project developed these in consultation with the Advisory Committee, selected family day caregivers, care consumers, licensing staff, and in the case of the slide/tapes, with University faculty. They were designed to be flexible, accessible and particularly relevant for family day care, though they were found to be useful by other child care workers and staff as noted in Section IV, Use of Materials and Technical Assistance, p. 39. The materials are listed in Appendix D of the report.

The materials were distributed at workshops, where instruction was provided in the use of the slide/tapes (with discussion guides) as a training vehicle for caregivers, parents, staff and community persons and groups. A set of the slide/tapes are located in each region of the state, publicized in the project newsletters. All regions report increasing usage of the A-V materials as their availability has become known, first through their use by licensing staff workers and other workshop participants, followed by other groups on request, once again noted in Section IV. The letters of support/quotes in Appendix F offer a further sample of the report of usage of both written and A-V materials.

The last goal, to provide technical assistance to the licensing workers in the seven county metro area in the form of a series of child development seminars that is applicable to their work and meets their needs, was accomplished for all participants. One hundred percent indicated that they gained information that was directly applicable to their work and that the course lived up to their expectations.

This formal evaluation in conjunction with the balance of the final report demonstrates the very high output of the Minnesota Family Day Care Training Project and its moderate to high impact.

REGION 4 - WORKSHOP 1

PLACE: Fergus Falls Community College
Fergus Falls, Minnesota

DATE: November 15, 1974

WORKSHOP FOCUS

1. Day care options from babysitting to 24 hour care.
2. Family day care highlighted from the perspectives of licensing worker, family day care provider and parent consumer.
3. Child care and training resources in Region 4 were emphasized--participants pointed out service gaps, needs and concerns.

WORKSHOP ISSUES

1. Strategies through training to improve care in family day care settings and other forms of day care.
2. The importance of communication between parent and caregivers regarding quality child care.
3. Coordination and cooperation of community, county and regional resources has to be accomplished to insure quality child care and children's services.
4. It is important to involve providers in planning and carrying out training.
5. High school students in child development programs can be used in family day care and other day care programs

PARTICIPANTS

Health	2
Education	9
Welfare	16
Child Caring Services	3
Other	<u>3</u>

Total Participants 33

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Becker	Clay	Douglas
Otter Tail	Pope	Stevens
Wilkin		

Region Representative from DPW

COUNTY SOCIAL SERVICE STAFFS NOT REPRESENTED

Traverse	Grant
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SPECIAL FEATURE

An active group of Mrs. J.C.'s women worked with assistance from the University of Minnesota's Center for Urban & Regional Affairs to start a thriving local day care center. These women continue to be active on the local child care scene and contributed to the workshop planning.

SPECIAL NOTE

Gloria Stach, Social Worker for day care in Clay County, invited the project director and DPW special Consultant for Day Care to a workshop in Moorhead on November 2 she arranged for caregivers. The program was designed to meet a share of the new 6 hour training requirement. A presentation by the North Dakota Director of Welfare, George Robinson, dealt with issues in licensing and their new registration system; other topics included parent/caregiver relations and child development.

REGION 3 - WORKSHOP 2

PLACE: Hibbing Area Vocational Technical Institute
Hibbing, Minnesota

DATE: April 30, 1975

WORKSHOP FOCUS

1. Early parenting for teens programs in the Duluth area were presented as models by 1 junior high and 1 senior high teacher: pre-parenting education as a preventive strategy.
2. Prevention and intervention in problems with children and youth focused on by a panel of a child care provider, parent/consumer and child development specialist.
3. Coordination of resources for child care and child development emphasized in a presentation by Region 3 child care (social service) workers.
4. Two child development topics, separation and language development, were highlighted by project child development specialists and a resource person from the Native American Studies Department at the University of Minnesota, Angeline Northbird.

WORKSHOP ISSUES

1. Need for programs in parenting for teens, new parent courses, unwed mothers, classes, and courses in parenting skills and child development: to upgrade parenting and child care.
2. Prevention and intervention need to be stressed as priority concerns in child care and children's services.
3. Models need to be established to foster coordination and cooperation of child care resources and to operate as information and resource channels to service-givers and clients alike.
4. Parent/caregiver relationships and how these relationships affect quality child care must be stressed.
5. Appropriate parenting and child development

information and expertise must be available to handicapped and special needs children and their parents.

PARTICIPANTS

Health	5
Education	4
Welfare	7
Child Caring Services	5
Other	<u>1</u>
Total Participants	22

COUNTY SOCIAL SERVICE STAFFS REPRESENTED

Carlton	Itasca	St. Louis
Cook		

COUNTY SOCIAL SERVICE STAFFS NOT REPRESENTED

Aitkin	Koochiching	Lake
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PLANNING COMMITTEE FOLLOW-UP

Committee Members:

2 Social Workers, St. Louis County (Duluth)	1
1 Social Worker, St. Louis County (Virginia)	18

The planning committee designed the workshop around two of the primary issues which surfaced at the first workshop: the need for child development information and child care as a preventive aspect of social services.

Language development with a particular emphasis on the Indian population of Region 3 and programs consisting of early parenting and child development information for teens were two specific topics chosen by the committee to augment their goal.

The organizational strategies, meeting content and participation as reported by Special Consultant Ann Andrews follow:

SUMMARY OF SPECIAL PROJECT WITH BROWN COUNTY SOCIAL SERVICES

Goal: (developed through joint conversation of licensing staff worker, supervisor and special consultant) To form a Family Day Care Association to "improve quality of care for children, help caregivers develop a positive self-image, provide information about child care, increase awareness of family day care and help family day care mothers get to know other family day care mothers".

Organization Strategies: Liaison with Molly Vogephol of Family Services; several meetings with John Petraborg, Harriett Stegeman, Day Care Supervisor and Licensing Worker; Letter sent out to all licensed caregivers informing them of new organization, follow-up with phone calls; Board set up to organize September meetings.

Publicity: Daily ad in New Ulm Journal for interested people to call Family Services for licensing information; Articles, feature stories and meeting notices in New Ulm Daily Journal, Springfield Advance-Press and Sleepy Eye Herald Dispatch; Meeting notices on local cable TV and radio stations; Personal letter each month to providers (later expanded to a Newsletter. Deemed the most effective in bringing a response); Display at store with slide/tapes during the "Week of the Young Child".

Meeting Schedules and Agendas: Meetings November - June on the 4th Tuesday of the month 7 - 9 p.m. First one at the home of Ms. Andrews, the rest at Family Services.

Participation: see page 51.

Topics: November: Exploring possibilities; Discussion of possible association activities; sharing of consultant's collection of activities and child care books, reprints, etc.--borrowing encouraged. NOTE: Local training preferred to a 60 mile drive for classes offered at Mankato State College.

Topics: November: (continued) packet of reprints for each licensed home; pamphlets on first aid; pamphlets listing child care services and other information being prepared by licensing worker.

Topics: December: Christmas is for Children.

Topics: January: Ages & Stages and Let's Make Believe; Children's House Staff from Mankato to New Ulm as outreach trainers; film "Childhood: The Enchanted Years"; making puppets from felt.

Topics: February: Springtime Activities; Project film "Caring for Children"; Defining day care options; seed sprouting.

Topics: March: Carrots and Cornbread and Rhym and Games; Children's House staff, Mankato; Each caregiver brought a nutritious snack and recipe to share.

Topics: April: Demonstration for Week of the Young Child: continual showing of slide/tapes for community education, plus an information and resource directory now available through Community Referral Services.

Topics: May: First aid; Early and Periodic Screening; Dramatics; Storytelling; pamphlets provided by County Nurse on First Aid.

Topics June: Nutrition; Meal time planning; toys and games for children out of everyday "junk"; Award of certificate for completion of 6 hours of training by Social Service Supervisor; Information regarding 4Cs in Region 9.

Resources: Carole Horgan, Chris Ische, Jean Peterson and Richard Coyle from Children's House in Mankato; Harriett Stegeman and John Petraborg from Family Services; Community Referral Service; County Staff Nurse.

OF SPECIAL NOTE: Following the first letter in November, a personal phone call revealed that the licensed providers "did not know why they got a letter, nor what family day care was...(but)...Oh, sure, I care for children from other families." They've come a long way! Training resumes in September.

FAMILY DAY CARE STATISTICS

The following is a statistical breakdown of persons who have attended the Day Care Association meetings.

	Nov.	Jan.	Feb.	March
Family Day Care Providers	4	13	8	9
Group Day Care		9	1	1
Nurses in Family Day Care		1	1	1
Interested Persons	4	3	4	1
Head Start		4		
Homemakers		1		
Day Activity Center		2		
Preschool Teachers		4		2
Social Workers		2	1	
TOTALS	8	39	15	14

Six hours minimum training is needed for the day care providers. The following is a breakdown of our providers and the number of training hours they have.

PARTICIPATION IN TRAINING AS OF MAY

<u>Hours</u>	<u>Number of Participants</u>
0	11 (newly licensed)
2	4
4	1
6	0
8	3
10	4

Total of 23 licensed as of mid June:
12 participants in training

PARTICIPATION IN TRAINING AS OF JUNE

<u>Hours</u>	<u>Number of Participants</u>
0	5
2	5
4	1
6	6
8	2
10	0

Total of 19 for training as of June (5
newly licensed)

NOTE: We now have 23 licensed, active day care homes as of June 15. Some of these have been very recently licensed, so the providers have not yet participated in any meetings.

VII. RECOMMENDATIONS

The following represent a compilation of recommendations recorded throughout the year from workshop participants, the Advisory Committee, the Advisory Task Force on Recommendations, and staff. They represent pervasive and persistent themes, though there certainly are variations of emphasis between Metro, outstate urban and rural areas. We have, however, made no attempt to prioritize the needs represented in this composite list:

A. THE DEVELOPMENT OF A DATA BASE FOR CHILD CARE

A comprehensive assessment of the needs of working parents for child care arrangements is necessary before adequate and appropriate program planning will be supported. This assessment must document:

1. Present arrangements of care and cost.
2. Preference for kind of care, willingness to pay, ability to pay.
3. Work preferences of parents as they relate to availability of care and care options, i.e. full or part time, swing shift, etc.
4. Resources for child care and patterns of availability.
5. Information systems.

B. STAFF DEVELOPMENT

1. A staff manual for licensing workers, to include their role and responsibilities in the licensing process, interpretation of standards, legal recourse for denial and revocation of a license, resources in child development and guidelines for caregiver training (NOTE: a manual is in preparation by DPW but has not been available at the time of this report).
2. Training for social service staff in these specific areas:
 - a. Continuing education in the social work relationship, methods and processes.
 - b. Community organization, community awareness strategies.
 - c. Child care as a developmental service to children and families.
 - d. Child development, to include basic theory as well as problem solving

approaches to issues in child care i.e. discipline, parent/caregiver relations, special needs, cultural values and life styles, activities that foster developmental tasks, etc.

3. Joint training with foster care staff, as a means of increasing the professional growth and development of child welfare workers capable of supporting one another.
4. The creation of a career ladder for day care staff workers, with training identified, to facilitate upward mobility and increasing professionalism (NOTE: merit system changes may be implied).
5. Clarification of resources available for in-service training.
6. Social service day care staff meetings on a cross-county and regional basis, to discuss child care and other social service issues and concerns, to plan and prioritize programs to enhance the quality of care, and to share strategies.
7. Training about child care and licensing directed to administrative and supervisory levels of county social service agencies, to encourage and support activities of line staff.
8. A day care staff training day as a statewide conference, annually or semi-annually, or as a special session of a more inclusive conference, such as MnAEYC or the State Welfare Conference.
9. Training in community relations as an adjunct to the delivery of services for administrative supervisory and line staff.

C. COORDINATION/COOPERATION EFFORTS

1. The implementation and support on a regional or cross-county basis of coordination structures already in existence or new models based on the 4C concept, to coordinate plan and develop quality services and resources for young children; and to assist in the assessment of needs, building of family day care associations, and development of caregiver training. These coordinating bodies should be comprised of cross-systems representatives and concerned community persons.

2. Ongoing development of local and regional resource directories and support networks for information and referral.

D. LICENSING/REGULATION

1. Input of social service staff workers in decision-making and policy setting in day care through:
 - a. An advisory group of social service staff workers to the State DPW, representing both urban and rural perspectives.
 - b. A review committee to discuss and clarify licensing standards, made up of county social service staff and community persons, to provide input on local needs and problems, and strategies for solutions at the local level.
2. Enforcement: prosecution and revocation where standards are not met, to make the license more meaningful. This would require for county staff:
 - a. Training in gathering documentation for legal proceedings.
 - b. Workshops with county and state legal staff to clarify legal obligations and authority and to deal with problem solving of thorny case issues.
3. Further field test experiments to identify and objectify the characteristics which contribute to quality care (see section VII Special Projects).
4. Two orientation sessions and Pre-service training for caregivers seeking a license.
5. Improvement of the benefit system for licensing, i.e. insurance, food buying, training and consultation.
6. A system of registration in addition to licensing, to establish a mailing list for child development information, training and information.
7. Ongoing technical assistance in the form of manuals and materials re the licensing standards and procedures.
8. Separation of licensing from recruitment and monitoring functions.

E. COMMUNITY AWARENESS AND EDUCATION

1. A continued effort of various segments of the community to provide informa-

tion about the importance of the early years in child development, and about child care, using the mass media; distribution and discussion of the user brochure and articles, working papers, provider handbook and slide/tapes developed by the project, as well as additional materials available from local, regional, state and national sources.

2. An orientation for county commissioners on child care as a preventive service.

F. PROVIDER TRAINING

1. Assistance to counties to meet their responsibility for caregiver training, i.e. guidelines and suggested resources.

2. Family Day Caregivers should be part of the planning and delivery of training.

3. Training options must respond to the heterogeneous backgrounds of caregiver and to the home-bound nature of their career. Hours must be flexible, transportation arranged, etc. Group discussions that promote peer learning and support should be a feature of all options offered wherever possible.

4. Content: Suggested Curriculum (by Rita Warren) for 6 Hour Training for Family Day Caregivers:

a. Child Development: The child from 0-3 years

- 1) The major developmental tasks (separation, individuation, autonomy)
- 2) The child-adult relationship
- 3) The child in his family and his culture

b. Child Development: The child from 3-6 years

- 1) The major developmental tasks (rivalry, competition, identity)
- 2) The child-adult relationship
- 3) The child in his family and his culture

c. Activities which foster development at each phase

- 1) The infant
- 2) The toddler
- 3) The "preschooler"

- d. The Developmental Environment
 - 1) Individualization
 - 2) Privacy
 - 3) Space
 - 4) Health -safety-nutrition
- e. The Business of Family Day Care
 - 1) Communication system
 - 2) Contracts, fees, arrangements, tax exemptions, insurance, etc.
- f. Integrating the Service and Business Aspects of Family Day Care
 - 1) The caregiver "image"
 - 2) Caregiver relationships: with children, parents, colleagues, licensing worker
 - 3) The family as "client" and as consumer
- 5. Vehicles:
 - a. Workshops--using community resource persons where appropriate
 - b. Neighborhood groups using the slide/tapes as catalyst for discussion
 - c. Higher education institutions: Voc-Techs, Community Colleges, Extension (independent study and courses/seminars), State Colleges and the University; Agricultural Extension staff

APPENDIX A

STAFF

Esther Wattenberg, Project Coordinator

Sally Flax, Project Director

Linda Sue Morris, Assistant Director

Rita Warren, Child Development Specialist

Robert Friedman, Media Producer

Faye Coleman, Child Development Consultant

Kate LaFayette, Special Consultant for Day Care

Donetta Eichinger, Project Evaluator

Jane Sherburne, Graduate Student, Special Projects

Sheila Henderson, Project Secretary

Beverly Gause, Project Secretary

APPENDIX B

A. Advisory Committee Members

The Advisory Committee consists of members recruited from a list suggested by Kay Grussing, Day Care Staff Specialist, State Department of Public Welfare.

Jean Barnhart	Hennepin County Social Services
Suzanne Schilling	Washington County Social Services
James Turner	Brown County Social Services
Karen Penrose	Douglas County Social Services
Sande Cornelius	Stearns County Social Services
Betty Thies	Scott County Social Services
Ann Bartz	Milaca County Social Services
Donovan Juliar	DPW Regional Representative, Region 10
Gloria Stach	Clay County Social Services
Barbara Brinkman	Licensed Family Day Care Association, Owatonna
Muriel Hinich	Family Day Care Provider, St. Paul
Mary Beattie	Family Day Care Provider, St. Paul
Linda Sue Morris	Assistant Director, MFDCTP

B. Meeting Schedule

October 16, 1974, University of Minnesota, Minneapolis, Minnesota
December 4, 1974, Americana Motel, St. Cloud, Minnesota
March 24, 1975, Project Office, Minneapolis, Minnesota
June 11, 1975, Project Office, Minneapolis, Minnesota

C. Advisory Committee Functions

1. Review project materials and activities.
2. Respond to individual, community, and regional child care concerns/issues and communicate these to project staff.
3. Assist in responses for specific requests of technical assistance on regional and local levels.
4. Serve as liaison between county social service agencies and project.
5. Transmit information about the project to outlying areas of the state.
6. Make local and regional contacts of community persons and resource services and agencies to involve them in the project.
7. Play an important role in project activities and planning committees for second round workshops.
8. Make recommendations on issues/concerns in child care to project staff.

APPENDIX C

Special Task Force for Recommendations

A. Task Force Members

The Advisory Task Force was brought together by project staff for input on issues and concerns regarding project recommendations. Most of the members of this committee do not sit on the Advisory Committee to the project. Project staff wished to include representation from those regions and perspectives not represented by Advisory Committee members.

Jean Barnhart	Hennepin County Social Services
John Petraborg	Brown County Social Services
Jim Clark	Beltrami County Social Services
Bunny Marko	St. Louis County Social Services
Shirley Busch	Kandiyohi County Social Services
Shirley Kluznik	Ramsey County Social Services
Sue Schilling	Washington County Social Services
Gloria Stach	Clay County Social Services
Sande Cornelius	Stearns County Social Services

B. Meeting Schedule

May 19, 1975	Project Office, Minneapolis, Minnesota
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C. Task Force Function

To make recommendations concerning issues in child care, licensing and training to project staff; recommendations to be incorporated in project final report.

APPENDIX D

List of Materials Available

- *1. Family Day Care Provider Handbook prepared by Faye Coleman.
- *2. A/V Brochure, "Caring for Children": Description of slide/tape shows produced by the project, including issues in child care on creativity, discipline, ages and stages of development, self-esteem, parent-caregiver relationships, and cultural values in child care (with discussion guides).
- *3. Community Organization Strategies to Develop Community Awareness, Parent Education, and Recruitment of Caregivers prepared by Linda Morris.
- *4. Readings on Community Organization.
- *5. Guidelines for a Workshop as a Vehicle for Training and Community Education.
- *6. Child Care Resource List and Bibliography
- *7. Reprints of 5 Feature Child Care Articles from the project newsletter, "Caring for Children," written by Rita Warren. Six issues of the newsletter (January through June) were sent statewide to workshop participants. (These articles may be replicated without any prior permission.)
- 8. Workshop Packet With Articles on Child Development and Child Care:
 - Makeshift Won't Do: A hard look at issues in day care by Ilse Mattick in Theory Into Practice, Vol. XII, No. 2. April 1973, ("Issues in Day Care").
 - Day Care: Serving Preschool Children by Donald J. Cohen, M.D. with Ada S. Brandegge, M.A., Chapter 1 of 3 from Serving Preschool Children, HEW Publication.
 - Principles of Infant Day Care from Chapter 1 of Guiding Principles in Day Care, 2 Serving Infants, HEW pamphlet by Dorothy S. Huntington, PhD.; Sally Provence, M.D.; and Ronald K. Parker, PhD. (editors).
 - Do You Need Day Care? by Helen Matheson from Wisconsin State Journal, Day Care & Child Development Council of America, Inc., Washington, D.C.
 - "What Every Child Needs for Good Mental Health," by Dianne Widmeyer Eyer and Lucille Gold from Your Child's World, Kendall/Hunt Publishing Co.
 - Toward Licensing as an Enabling Process, an aid for licensing workers by project staff.
- *User Brochure, an aid in community/parent education re family day care.

*Sample copies of each of these resource materials will be mailed with the final report to each county social service agency. Additional copies of all materials listed are available upon request from Kay Grussing, Staff Specialist for Day Care, State Department of Public Welfare. Address Service Development Section, Department of Public Welfare, Centennial Building, St. Paul, Minnesota 55155, phone (612) 296-5766.

COURSE OUTLINE

A Short Course in Child Development for County Social Service Staff

Wednesdays, 2/5/75 through 3/5/75 Instructors: Faye Coleman and
1:00 - 4:00 p.m. Rita Warren
Room 496 Ford Hall

FORMAT: 1:00 - 2:15 p.m.: presentation of theory
2:30 - 4:00 p.m.: group discussion focused on issues raised by participants

- SESSION I: *First Year of Life*
2/5/75 Social, emotional, mental and physical development. Birth, symbiosis, separation anxiety, maternal deprivation, self-image of mother, mother as mediator, the "holding environment", effectance.
- SESSION II: *Second and Third Years of Life*
2/12/75 Social, emotional, mental and physical development. Individuation. Relationships with parents, rivalry, impulse control, toilet training.
- SESSION III: *Fourth and Fifth Years of Life*
2/19/75 Social, emotional, mental and physical development. Relationships. Expanding world, competence, oedipal issues, competition.
- SESSION IV: *Sixth Year of Life, Overview of Latency and Adolescence*
2/26/75 Social, emotional, mental and physical development. Identifications, unresolved conflicts, the "new latency", adolescence as reprise of early years.
- SESSION V: *Child Development Issues in Day Care*
3/5/75 Handling separation in child and parent, role of caregiver, parent-caregiver relationships, meaning of day care to children and parents, showing of film "John" by Joyce and James Robertson.

Each participant will be required to observe a minimum of two children during the course. Detailed written notes will be submitted for each observation; selected observations will be presented to the group.

MINNESOTA FAMILY DAY CARE TRAINING PROJECT
Office of Career Development
University of Minnesota
1507 University Avenue S.E.
Minneapolis, Minnesota 55414
(612) 373-3491

APPENDIX F

LETTERS OF SUPPORT

WINONA COUNTY DEPARTMENT OF SOCIAL SERVICES

HAROLD D. THOMPSON, Director
COURT HOUSE
WINONA, MINNESOTA 55987

June 20, 1975

Rita M. Warren
Child Development Specialist
Minnesota Family Day Care Training Project
Office of Career Development
University of Minnesota
1507 University Ave., S.E.
Minneapolis, MN 55414

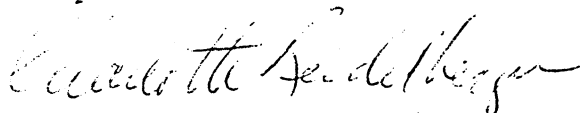
Dear Ms Warren

I am writing to ask if we can beg, borrow or steal copies of your article, "Helping Young Children Face Harsh Realities."* If you do not have extras available, may we have your permission to Zerox copies?

You have said (beautifully) something we try to say to our foster families as well as to day care mothers, but you say it better, I think, than we have done. We would like to use your article as a training resource in our various child care programs.

Please let us know if we may use your material -- and do you know of any other such material available? Thank you.

Very truly yours,



(Mrs.) Charlotte Reidelberger, ACSW
Social Worker III

HDT:CHR:rmb

* In the publication "Caring for Children"

Washington County Welfare Dept.

An Equal Opportunity Employer

939 West Anderson Street

Phone 439-3220

Stillwater, Minnesota 55082

June 4, 1975

Minnesota Family Day Care Training Project
Office of Career Development
University of Minnesota
1507 University Ave. S.E.
Minneapolis, Minnesota 55414

Dear Staff;

My original intention was to write Rita Warren to commend her on her excellent article, "Helping Young Children Handle Harsh Realities," but my conclusion was that I wanted to include your whole group in that commendation. From my viewpoint you have brought a renewed interest and importance to good day care for our area. Fortunately for us, we also had a good social service worker who was very receptive to your efforts.

After attending several of your workshops, I wondered why so many of us had allowed day care to remain at a low priority when it has such vital importance in the development of our society. It would be wonderful for us if your project could continue. Since it appears it cannot in this area, I hope we will be able to associate with you in some other phase of child care. We do need you.

Sincerely,



Carol Eastwood
Social Welfare Supervisor I

CE:ep



OFFICE OF THE WELFARE DEPARTMENT

DIRECTOR

MILES J. WANGENSTEEN

422 West 3rd Street - Duluth, Minn. 55806

Area Code 218, 727-8231

Dear

Welcome to Family Day Care. We hope your child is adapting easily to being away from mother and home. Many children find separation from a parent painful. The enclosed article by Rita M. Warren gives insight into ways to ease a child's feelings about separation.

If you are finding some problems with your child in the day care situation and if you wish to discuss the matter with one of us, please call at 727-8231, Extension 268 or 330.

Sincerely,

Mrs. Joan Connolly
Family Day Care Recruiter/Licenser

Mrs. Laurel Pagel
Family Day Care Consultant

slo 7/07
Encl.

America's Iron Ore Center...



at the Head of the Seaway

MENTAL NOTES*

Separation: What It Means To Us

by

Barbara S. Teeter, PhD, Director
Lake Minnetonka Mental Health Center

An excellent article came across my desk this week on a topic which is relevant for almost everyone but which is seldom written or talked about, namely, separation, especially the separation of young children from their parents. The principles discussed, however, apply to all kinds of separations between people of all ages.

The article is written by Rita Warren and appears in an educational paper called "Caring for Children," which is a publication of an HEW funded training project at the university known as the Minnesota Family Day Care Training Project. On the masthead Ms. Warren is identified as a child development specialist. Her article is written with clarity and sensitivity.

She speaks of Separation as a common life experience which may be handled throughout our lives in accordance with ways in which we were helped or hindered during our very early separation experiences. "Help" according to Ms. Warren means help toward "mastery" of the experience.

She points out the many ways we all tend to "gloss over" our own and our children's separation events because of the intrinsic pain in separation and our unwillingness to deal with painful areas.

Ms. Warren says that once we are aware of our avoidance mechanisms, it becomes immediately apparent that the only rational way to deal with separation is with honesty and that then we can provide the necessary support that will lead to mastery.

Ms. Warren sees the pain as stemming from "the normal hostility present in every relationship" which is always accompanied by the fear that this underlying anger has driven the separated person away. This is a basic insight which is also glossed over since people generally are terrified of their angry feelings toward those they love.

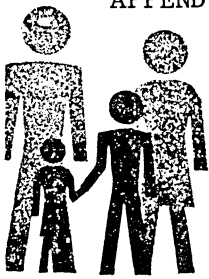
The article is focused mainly at helping children separate into day care or kindergarten. Its message is equally relevant for child hospitalizations, new babysitters, trips to camp, or even such transitory but nonetheless scary experiences for kids as the first music lessons or the first time one is invited to a birthday party. Every adult who deals with kids in any capacity should familiarize himself with the meaning of these experiences to the kids at the level of separation from the comfortable old familiar safe environment that is "known" and understood.

Every adult can easily identify and find new meaning in his own anxiety in new situations. The adult in the experience of divorce or death is re-capping old separation experiences and handling them to the degree he was helped with mastery long ago.

Ms. Warren devotes most of her paper to a series of excellent suggestions of ways to help the child to separate successfully. And every suggestion is equally valid as self-help for the adult or as ways for adults to help each other.

But, she points out, specific techniques are less important than the underlying acceptance of what is happening to the other. And this in turn is facilitated by understanding the meaning of the separation process. If we know what our child, or any child, or our friend is experiencing, we can communicate our understanding, even without words, and certainly without taking over the experience for them and depriving them of the pain and the chance to master it.

*From the Sun Newspapers, Thursday, February 27, 1975.



TOM HENDERSON
Director

Brown County Family Service Center

Social Service Department

114 NORTH STATE STREET
NEW ULM, MINNESOTA 56073
PHONE 354-8246

June 20, 1975

Ms. Sally Flax
Office of Career Development
1507 University Avenue
Minneapolis, MN 55414

Dear Sally:

Enclosed are the reports from Ann Andrews of the May and June meetings. Hopefully they will be sufficient for your purposes.

I would like to take the opportunity to thank you for your support in our undertaking of this training project for family day care providers. As you can see from Ann's report, the meetings will continue in September along a similar format as this past year. We hope to stimulate leadership from within the Family Day Care Association to continue this project, with staff from our office providing technical assistance in regard to publicity, scheduling meetings, securing speakers, etc. I believe our experience this last six months has shown that it is beneficial to have leadership from an active involvement by day care mothers themselves in these types of sessions.

We have been most fortunate to have Ann Andrews as our consultant during this period of time. She is able to relate well both to our agency and its requirements and procedures and more importantly to the day care mothers themselves. Her experiences as a day care mother combined with her previous training through the Ramsey County Project have made her especially valuable to our endeavor in this area. We did receive the stipend for Ann from your office and have forwarded it on to her. We very much appreciate your support financially and otherwise of our local effort. Both the director and the Brown County Family Service Center Board have been aware of your support of our local training project and have expressed their appreciation as well.

As an aside you would probably be interested to know two additional uses we have made of materials provided to us through your project. The slide tapes "Because I Said So" and "Ages and Stages" were used as part of the training for Homemakers. They were very useful as introductions to those particular subjects and the study guides served to stimulate a great deal of discussion. I know they found them helpful in their work with families in the area of child management. Secondly, the newsletter from your project with its indepth

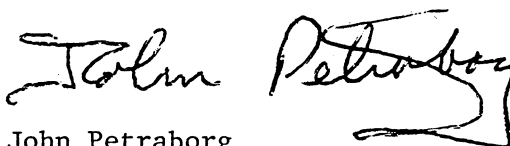
Sally Flax
June 20, 1975
Page Two

articles, has been extremely well received by all of the staff here. All the social workers have wanted access to the newsletter. Two of the articles will be used in foster parent training as well.

Again, thank you for all your assistance and support during the past year. Please greet Linda, Rita, and Faye from me. Best of luck to you on your leave next year.

Sincerely,

BROWN COUNTY FAMILY SERVICE CENTER

A handwritten signature in cursive script that reads "John Petrabor". The signature is written in dark ink and is positioned above the printed name and title.

John Petrabor
Social Service Supervisor

JP:db

Enclosures

Quotes from Participants

Responses to Question 18: Why did you rate the content of the first workshop as you did?

Helped to share ideas and learn about availability of resources.

Helpful for community awareness about efforts being made on behalf of kids.

Because it stimulated me to begin recruiting.

I felt alone and unable to plan without hearing what was happening about this program.

Opened up communication.

I came back with several new ideas for improving homes already licensed; with these ideas I think I can stimulate an interest on the part of others.

Responses to Question 22: Why did or didn't the project motivate you to do more for family day care?

Got me to focus on problems again and think about needs which exist.

It has made me aware of what day care is, the problems involved in providing day care.

It raised my own awareness to the need for day care choices and quality day care and motivated thinking on training we could provide.

The excitement and enthusiasm of participants gets me going. Although I'm not directly associated with family day care, I am enthused about building resources and educating the public and providing options.

Everyone needs the encouragement and reinforcement as well as new ideas.

Inspired to continue to do more, more optimistic, heard of additional funds at least for needs assessment.

Knowing the concerns of day care project people makes me more willing to cooperate in obtaining qualified centers and trained personnel.

I needed the training and the chance to meet others who are already providing this service.

I have felt like a "voice in the wilderness" talking about quality day care for children--babysitting is not enough. Now I know how others support the same beliefs I have had for years.

Someone else is interested, values my opinion, and lets me give it freely--not necessarily so in the county.

Put us in contact with other resources, provided answers directly, provided money for us.

Frustration reigns. We would like to do more--time, priorities make that difficult.

We will definitely plan to work with child care people in getting a workshop going. The issue of licensing seems to be quite an area of concern which needs more clarification and re-evaluation.

The enthusiasm of the people involved was really infectious--it was great to see so many other people interested and involved in day care.

Responses to Question 23: If it did motivate you, what additional activities have you performed?

Helping to make others aware--to share ideas, get groups going.

Gathered a list of community opportunities for parents to refine and develop their child care skills.

I will be in contact with members of the panel to get their help in getting our service underway.

Our Conference Concerning Young Children was a direct result of the training program; the Child Development training was very beneficial to me.

APPENDIX G

CRITERIA FOR QUALITY CHILD CARE

*Rita Warren, Child Development Specialist
Minnesota Family Day Care Training Project*

Family day caregivers and day care center staff who are

1. *Accepting, respecting, loving toward children.*
2. *Accepting and respecting of parents.*
3. *Possessed of personal qualities of:*

<i>openness</i>	<i>self-respect</i>
<i>honesty</i>	<i>common sense</i>
<i>sense of humor</i>	<i>courage</i>
<i>sense of proportion</i>	<i>optimism</i>
<i>flexibility</i>	<i>patience</i>
4. *Sensitive to individual and cultural needs and differences in children and parents.*
5. *Responsive to changing developmental needs of children.*
6. *Able to provide environment and program which supports physical, intellectual, social and emotional growth of children.*
7. *Able to provide balance of freedom within structure.*
8. *Able to provide physical care based on sound nutrition, health and safety standards.*